DOCUMENT RESUME

ED 395 505 FL 023 847

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|---|---|
| TITLE | English as a Second Language Resource Guide: A Handbook for Serving Limited English-Proficient Students. |
| INSTITUTION | North Carolina State Dept. of Public Instruction, Raleigh. |
| PUB DATE | Mar 95 |
| NOTE | 120p. |
| PUB TYPE | Guides - Non-Classroom Use (055) |
| EDRS PRICE | MF01/PC05 Plus Postage. |
| DESCRIPTORS | Classroom Techniques; Cultural Awareness; Disabilities; Educational Resources; Elementary Secondary Education; *English (Second Language); *Federal Legislation; Federal Regulation; Financial Support; Gifted; *Identification; Instructional Materials; Learning Strategies; *Limited English Speaking; Program Administration; *Program Design; Screening Tests; Statewide Planning; Student Evaluation; Teaching Methods |
| IDENTIFIERS | Elementary Secondary Education Act Title VII |

ABSTRACT

The guide is designed to help administrators, program directors, counselors, teachers, and other school personnel in providing instructional services for limited-English-proficient (LEP) students. The seven sections address these topics: identification and assessment for instructional and language proficiency levels; assessing for exceptionalities; program models (English as a Second Language, bilingual programs, sheltered instruction, immersion); funding sources (federal, state, local); instructional strategies and grading; teacher cultural awareness; and available materials and resource organizations. Appended materials include federal requirements, definitions, sample home language surveys, a list of languages currently in North Carolina, a report on a 1994-95 statewide home language survey, definitions of language proficiency levels and descriptors, selected oral proficiency tests in English and some native languages, selected achievement tests in some languages, selected tests for assessing some disorders, types of structured informal assessments, and the text of Title VII of the Elementary Secondary Education Act. (MSE)

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# English As A Second Language Resource Guide

ED 395 505

## *A Handbook for Serving Limited English-Proficient Students*

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MARCH 1995

INSTRUCTIONAL SERVICES
NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION
BOB ETHERIDGE, STATE SUPERINTENDENT



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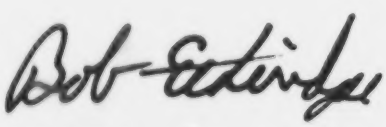
## FOREWORD

The continuing influx of immigrants to our state inevitably presents a challenge to public school personnel at all levels. The ***English as a Second Language Resource Guide*** responds to concerns expressed by school administrators and program directors who wish to provide the best services possible to the growing numbers of national origin minority students who are of limited English proficiency. Cultural information about these children can be used to enhance the experience of their American peers. Limited English-proficient students in our schools represent over 160 living languages and cultures, bringing a new dimension to communication and expanding the definition of education as we know it presently.



Bob Etheridge
State Superintendent
Department of Public Instruction

## INTRODUCTION

Students whose primary language is not English represent a steadily increasing percentage of students enrolled in North Carolina's schools. Latest surveys indicate that over 12,000 language minority students, who are of limited English proficiency, span all grades in urban, suburban, and rural communities across the state.

The questions of what to do for language minority children in the schools is addressed in the ***English as a Second Language Resource Guide: A Handbook for Serving Limited English Proficient Students***. It is hoped that this publication will assist administrators, program directors, counselors, teachers, and other school personnel in providing instructional services for limited English-proficient students. The seven sections address the following topics: (1) Identification and Assessment; (2) Assessing for Exceptionalities; (3) Program Models; (4) Funding Sources; (5) Instructional Techniques; (6) Cross-cultural Awareness; and (7) Materials and Resources. In addition, reference is made throughout the guide to the appendices which include proficiency levels and descriptors, proficiency tests, types of structured informal assessments, and sample home language surveys in English and other languages.

Language minority students should be nurtured and encouraged so that they can attain their maximum level of achievement. The English as a Second Language Resource Guide will help school districts in planning and implementing instructional services to meet the needs of these students most effectively.

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## REGISTRATION PROCEDURES

As a new language minority student enrolls in a school, it is essential to make him/her and his/her family feel welcome since smooth registration procedures help facilitate the student's entry into the new school environment. In addition, the information obtained during the registration process is important since it determines the student placement. The following steps are suggested to help with this process:

1. Welcome the family to school and interview the parents or guardians of the newly-arrived student with an interpreter if possible. It is useful to have a list on file in each school or central office of local people who are bilingual and who are willing to assist the school.

2. With the help of the interpreter, complete the student registration form. Include personal data, home language survey (See appendix for samples), and educational history. Make sure you have an emergency phone number to call in case the student is sick. Ask the parents the name of the emergency contact you will be calling and whether the person speaks English. If the parent does not have a telephone number, ask for the telephone number of a neighbor . Write the phone on the permanent school records and note that this person is a neighbor. Try to get two phone numbers in case of emergency.

3. Ask the parents/guardians to provide all needed records (immunization, schools records such as, transcripts, birth certificate, etc. ).

4. Provide the parents with a school handbook translated in their language if at all possible and with a native speaker who is serving as an interpreter to assist you during the interview, explain some of the main points such as:

    - Cost of meals in the school cafeteria. Ask the parents/guardians to fill out the school lunch form for free or reduced lunch or breakfast programs if appropriate.
    - Transportation to and from school. Explain where to get on the bus, the time, the bus number. Designate a person in school they can call regarding possible problems with the transportation of their child.
    - Procedure followed regarding their child's absence from school.
    - Immunization requirements.

If the student is in middle or high school, you will want to explain the following:

- The grading policies of the school.
- The system regarding required and elective subjects.
- Explain the awarding of credits, progress reports and grading periods.
- Explain the North Carolina graduation requirements.

5. Take the parents/guardians and the student on a tour of the school, and introduce them to the classroom teacher. If there is a student in the school who speaks the newly arrived student's native language, introduce the two students. Utilize the bilingual student as an interpreter/buddy. When the student is placed in the classroom, pair him/her up with another student who will be a "buddy" to assist in the first few weeks of transition.

# GUIDELINES FOR THE IDENTIFICATION, ASSESSMENT, AND SERVICES OF NATIONAL ORIGIN MINORITY STUDENTS WHO ARE OF LIMITED ENGLISH-PROFICIENCY(LEP)

**The Bilingual Education Act** requires all states who receive Title VII funding to collect and report data on national origin minority students who are of limited English proficiency. (See definitions below) Information to be collected includes the following: (1) number of limited English proficient students(LEPS); (2) methods used by local units to identify these students; (3) their educational status; and (4) the types of programs that are in place to meet the needs of these children. Based on information collected school systems are required to provide appropriate program services.

LEP students because of their cultural and linguistic background, have special instructional needs. These needs should not be confused with disability, nor should they serve as a basis for referral to a special education program (Ortiz & Maldonado-Colon, 1986). Linguistic, cultural, socioeconomic and other background differences are not considered handicapping conditions.

## Definitions

### Language Minority Student/National Origin Minority Student

A Language Minority or National Origin Minority Student is one who speaks a language other than English as his/her first or native language and may or may not be proficient in English.

Many terms are used to describe a child's language, among them are: native language, home language, and primary language.

### Limited English Proficiency

The Bilingual Education Act, reauthorized in 1988 (P.L. 100-297) describes a limited English proficient (LEP) student as one who:

(a) meets one or more of the following conditions:

- (i) the student was born outside of the United States or whose native language is not English;
- (ii) the student comes from an environment where a language other than English is dominant; or
- (iii) the student is American Indian or Alaskan Native and comes from an environment where a language other than English has had a significant impact on his/her level of English language proficiency; and

(b) has sufficient difficulty speaking, reading, writing, or understanding the English language to deny him or her the opportunity to learn successfully in English-only classrooms.

For the North Carolina Public Schools, Limited English Proficiency (LEP) student refers to any student whose primary language is other than English and who is insufficiently proficient in the English language to receive instruction exclusively from regular educational programs and function on an academic par with his/her peers.

**Steps in Identification and Assessment**

**Step One: Initial Identification of Language Minority Students**

The home (primary) language survey is the screening tool used to determine if a student is a language minority student. It is the responsibility of the principal to make sure that a home (primary) language survey is administered to all students K-12 regardless of the language they speak, at the time they are registered or are enrolled in school. The home language survey includes the following questions as they relate to the student's language:

1. What is the first language you (the student) learned to speak?
2. What language do you (the student) speak most often?
3. What language is most often spoken in your home?
4. Besides languages studied in school, do you (the student) speak any language(s) other than English? If yes, which language(s)?

(See Appendix for sample surveys and list of languages currently represented in North Carolina).

Completed copies of the survey are to be filed in every student's cumulative record. Young children may need to have the survey filled out by their parents or guardians. Since in some cases the student's parent(s) or guardian may have limited proficiency in English, it may be best to administer this survey in person rather than sending it home in order to be sure that the parent understands the questions.

**If the answer to all four questions on the home (primary) language survey is English:** the student should be considered English language proficient and no further action is needed. The survey should be filed in the student's cumulative record.

**If the answer to any one of the questions is a language other than English:** the student should be considered to be a language minority student and should be referred for further assessment to determine if the student is limited English-proficient.
Records should be maintained centrally by grade level and by language for students who have indicated a language other than English. A designated person at the central office should be responsible for maintaining a system-wide record of language minority students and for completing the necessary school system limited English-proficient student (LEP) annual survey reports.

• Additional methods of identification of LEP students may include any, or a combination, of the following:

| | |
|---|---|
| Teacher observations | Student course grades |
| Teacher interview | Teacher referral/ recommendation |
| Achievement tests | Criterion-referenced tests |
| Student records | Grade retention/deficiency report |
| Parent information | Informal assessment/screening |
| Proficiency tests | Alternative assessments:(cloze,dictation) |
| ESL teacher referral | Portfolio-based assessment |

**Step Two: Assessment for English Proficiency Level**

A student's English language proficiency refers to the student's knowledge of the English language and his /her ability to use that knowledge in listening, speaking, reading and writing. (See appendix for proficiency level descriptions)

- Each language minority student must be tested to determine that student's English proficiency levels in the skills of speaking, listening, reading, and writing. Each school district should determine the language assessment instruments which are best suited for the skill to be assessed and use the same instrument with all students in that system according to the appropriate grade level and skill area. (See appendix for some selected tests)

- Personnel trained in the area of language proficiency testing of LEP students should administer the tests.

- A student who tests in any English skill area with a proficiency rating lower than **intermediate high** is automatically a candidate for a language program. A student who receives an **intermediate high** or **advanced** rating in one or more areas may also need to receive language services. A student who is proficient in listening and speaking often continues to need support in reading and writing.

- A student's grade level placement should be determined by chronological age.

A language minority student can also be assessed using non-traditional **informal approaches to testing**. Informal approaches that are particularly useful are ratings of language samples, cloze procedures, dictations, teacher checklists, story retelling, dialogue journal, work samples, and student self-ratings. (See appendix for types of structured informal assessments).

**Step Three: Assessment for Instructional Level Placement**

The student's instructional level needs to be determined and, if at all possible, should include native language proficiency and content area knowledge. To learn more about the student, an educational background questionnaire is needed.

**Educational Background**

It is important for schools to determine what formal education and prior experiences the student has had. Educational experiences will vary from extensive formal schooling to no prior schooling at all. Information pertaining to the student's educational background can be obtained by asking some of the following suggested questions:

1. How many years of schooling has the student had outside the United States?
2. How many years of schooling has the student had in the United States?
3. When was the student last enrolled in school?
4. What school did the student last attend?
5. In what grade level was the student enrolled?
6. Are there any school records, e.g., report cards, transcripts, etc.?
7. What is the educational background of each parent/guardian?

In order to obtain additional educational background information, a **native language assessment** may be done. Whenever possible formal or informal assessment instruments in the native language addressing all four skills (listening, speaking, reading, and writing) and/or **academic knowledge** can be administered by trained bilingual personnel. (See appendix for tests references)

**Additional factors to consider in Instructional Program Placement**

Students who have been identified as LEP can also be served under other Federal programs (Chapter I, Migrant Education, Exceptional Children, Bilingual Vocational Education) provided that they meet eligibility requirements for these programs. In addition, the services rendered under these programs cannot supplant LEA responsibility to meet the language needs of LEP students but

in fact provide support to LEP students receiving language instruction within an ESL, a bilingual program or another program model.

## Step Four: Choosing a Language Assistance Program

When it is determined that the student is limited English proficient, it is the responsibility of the school system to provide a program designed to meet his/her English language and academic needs. Once a student is placed into a language assistance program, he/she should be continually assessed for his/her language proficiencies and acquisition of content knowledge. In order to determine when a student no longer needs assistance, it is first necessary to determine the content-knowledge and language skills necessary for successful functioning in the regular classroom. Then, multiple instruments as well as teacher judgment should be utilized to evaluate English listening and speaking skills, English literacy skills, and content area knowledge. When the educators working with the student determine that he/she is ready to exit the language assistance program, he/she should be monitored for a minimum of six months and additional academic and English language support should be provided if the student begins to have difficulty. Students may need language assistance for one to six years depending upon their developmental and cognitive level, their educational background, and the academic literacy required to succeed at grade level. School systems may select a program from the following:

### English as a Second Language (ESL)

ESL programs are likely to be used in districts where the language minority population is very diverse and represents many different languages. ESL programs can accommodate students from different language backgrounds in the same class, and teachers do not need to be proficient in the home language(s) of their students. In this program, the primary language of instruction is English. The student receives services in English as a Second Language at various proficiency levels (novice, intermediate, advanced) in the following ways: pull-out classes, regularly-scheduled class period, and resource center classes.

### Bilingual Education

All bilingual program models use the students' native language, in addition to English, for instruction. These programs are most easily implemented in districts with a large number of students from the same language background. Students in bilingual programs are grouped according to their first languages, and teachers must be proficient in both English and the students' native language. Bilingual program models can be broken down to: early-exit bilingual programs, late-exit programs, two-way bilingual programs.

### Other Programs

Some programs provide neither instruction in the native language nor direct instruction in ESL. However, instruction is adapted to meet the needs of students who are not proficient in English. Two programs fall under this category: sheltered instruction in English/ content-based programs and structured immersion programs.

## Step Five: Criteria for Exiting LEP Programs

Once students are placed into language assistance programs, they should be continually assessed for their language proficiencies and their acquisition of content knowledge. In order to determine when students no longer need assistance, it is first necessary to determine the content knowledge and language skills necessary for successful functioning in the regular classroom. Then, multiple instruments as well as teacher judgement should be utilized to evaluate English listening and speaking skills, English literacy skills, and content area knowledge. When the educators working with the student determine that he/she is ready to exit the language assistance program, he/she should be monitored for a minimum of six months and additional academic and English language support should be provided if the students begins to have difficulty. Students may need language assistance for one to six years depending upon their developmental and cognitive level, their educational background, and the academic literacy required to succeed at grade level.

## METHODS OF ASSESSING LEPS FOR SPECIAL EDUCATION INCLUDING THE ACADEMICALLY GIFTED

**Background:** State Laws which govern the rights of children with special needs and their parents include Article 9, Special Education, of the North Carolina General Statutes, section 115C-106 to 115C-150. This statute is modeled on Public Law 94-142, as amended, which is entitled "Individuals with Disabilities Education Act" (IDEA), PL 101-476, 1990. The Department of Public Instruction has developed a manual entitled Procedures Governing Programs and Services for Children with Special Needs.

**Definitions:** The term "children with special needs" includes, without limitation, all children from age 5 through 20 who, because of permanent or temporary mental, physical or emotional handicaps, need special education, are unable to have all their educational needs met in a regular class without special education or related services, or are unable to be adequately educated in the public schools." N.C. General Statute 115C-109.

Speech-Language Impaired: "A pupil who has a speech-language impairment has a disorder in articulation, language voice, and/or fluency. A speech-language impairment may range in severity from mild to severe. It may be developmental or acquired, and pupils may demonstrate one or any combination of the four parameters listed above. A speech-language impairment may result in a primary handicapping condition or it may be secondary to other handicapping conditions. A communicative difference/dialect is a variation of a symbol system used by a group of individuals which reflects and is determined by shared regional, social or cultural/ethnic factors and should not be considered a disorder of speech or language." (Procedures Governing Programs and Services for Children with Special Needs, p.3)

**Limited English-Proficiency and Programs for Children with Special Needs:** It is essential to understand that referral to Special Education cannot be based solely on the lack of English language proficiency or the lack of prior schooling as stated in the definition of Speech-Language Impaired in Procedures Governing Programs and Services for Children with Special Needs, 1993, p.3. For all children with potential special needs, special education guidelines and procedures must be followed in the identification and placement process. Those procedures also apply and must be followed in assessing limited English-proficient children who need educational modification including academically gifted students.

**Procedures:** Procedures to be applied to children with special needs are outlined in the Procedures Governing Programs and Services for Children with Special Needs. The following specifically address limited English-proficient students who are either academically gifted or who are in need of special education.

> G. Racially and Culturally Unbiased Evaluations. All tests and evaluational materials and procedures utilized for the purposes of evaluation and placement of children with special needs will be selected and administered so as not to be racially or culturally discriminatory. Such materials and procedures will be provided and administered in the child's native language or mode of communication, unless it is clearly not feasible to do so.(Procedures Governing Programs and Services for Children with Special Needs, 1993, p. 24 section 1508)

When no native language tests are available, LEAs can use tests addressing other mode of communication. Some non verbal tests are WISC performance section, the test of non verbal intelligence II, and the Leiter test of intelligence. (See appendix for additional tests)

If a decision is made that a child with a disability needs special education and related services, then an individualized education program (IEP) must be developed. The education agency is required to hold meetings at least once a year to review each child's IEP and to revise the IEP as needed. Agencies shall provide for the need to effectively notify parents of students identified as having a primary or home language other than English. (Procedures Governing Programs and Services for Children with Special Needs, 1993, p. 51 section 1514). In addition, " the education agency must ensure that parents understand what happens at the IEP meeting. For instance, if the parents do not speak English and request an interpreter, one will be provided by the education agency. (Handbook on Parents' Rights, 1993, p.7)."

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## PROGRAM MODELS

**I. English as a Second Language (ESL) Program Models (from Clearinghouse on Languages and Linguistics, ERIC Digest, September 1993).**

**What are they?**
ESL programs are likely to be used in districts where the language minority population is very diverse and represents many different languages. ESL programs can accommodate students from different language backgrounds in the same class, and teachers do not need to be proficient in the home language(s) of their students. In this program,the primary language of instruction is English. The student receives services in English as a Second Language in various proficiency levels (novice, intermediate, advanced) in the following program types: pull-out classes, class period, and resource center classes.

- **ESL pull-out classes**
  In this program students spend part of the school day in regular classroom, but are pulled out for a portion of each day to receive instruction in English as as second language. Although schools with a large number of ESL students may have a full-time ESL teacher, some districts employ an ESL teacher who travels to several schools to work with small groups of students scattered throughout the district.

- **ESL class period**
  Students receive English as a Second language instruction during a regular class period and usually receive course credit. They may be grouped for instruction according to their level of English proficiency as long as their age difference is no more than a two year span.

- **ESL resource center**
  This program, a variation of the pull-out design, brings students together from several classrooms or schools. The resource center concentrates ESL materials and staff in one location and is usually staffed by at least one full-time ESL teacher.

**What are the components?**
- English is the language of instruction in English as a Second Language programs, the dominant language is not taught.

- History and cultural language groups are addressed

- English as a Second Language teachers do not need to know the language(s) of the children.they teach. However, they are qualified and trained in techniques for teaching English as a Second Language and are knowledgeable about the varied cultures represented within their classroom

- English as a Second Language teachers work in close collaboration with classroom teachers, counselors, psychologists, administrators and other school personnel to deliver the most effective program for each LEP student.

## II. Bilingual Program Models (from Clearinghouse on Languages and Linguistics ERIC Digest, September 1993).

**What are they?**
All bilingual program models use the students' home language, in addition to English, for instruction. These programs are most easily implemented in districts with a large number of students from the same language background. Students in bilingual programs are grouped according to their first language, and teachers must be proficient in both English and the students'first language. Bilingual program models can be broken down to: early-exit bilingual programs, late-exit programs, two-way bilingual programs.

- **Early-exit bilingual programs also known as transitional programs**
These programs are designed to help children acquire the English skills required to succeed in an English-only regular classroom. These programs provide some initial instruction in the students' first language, primarily for the introduction of reading, but also for clarification. Instruction in the first language is gradually phased out. The amount of time spent in the program varies by age.

- **Late-exit programs also known as maintenance programs**
These programs differ from early-exit programs "primarily in the amount and duration that English is used for instruction as well as the length of time students are to participate in each program" (Ramirez, Yuen, & Ramey, 1991). Students remain in late-exit programs throughout elementary school and continue to receive 40% or more of their instruction in their first language, even when they have been reclassified as fluent-English-proficient.

- **Two-way bilingual programs also called developmental bilingual programs**
These programs group language minority students from a single language background in the same classroom with language majority (English-speaking) students. Instruction is provided in both English and the minority language. In some programs, the languages are used on alternate days, others may alternate morning and afternoon, or may divide the use of the two languages by academic subjects. Two-way bilingual programs may be taught by a single teacher who is proficient in both languages or by two teachers, one of whom is bilingual.

**What are the components?**
- Student's dominant language must be taught.
- Content matter is taught through the dominant language.
- History and cultural heritage of both language groups are addressed.
- English as a Second Language is included.

## III. Other Program Models (from Clearinghouse on Languages and Linguistics ERIC Digest, September 1993)

**What are they?**
Some programs provide neither instruction in the native language nor direct instruction in ESL. However, instruction is adapted to meet the needs of students who are not proficient in English. Two programs fall under this category: sheltered instruction in English or content-based programs and structured immersion programs.

- **Sheltered instruction in English or content-based programs.**
These programs group language minority students from different language backgrounds together in classes where teachers use English as the medium for providing content area instruction, adapting their language to the proficiency level of the students. They may also use gestures and visual aids to help students understand. Although the acquisition of English is one of the goals of sheltered instruction in English and content-based programs, instruction focuses on concept mastery and language skills development.

- **Structured immersion programs.**
These programs use only English, but there is no explicit ESL instruction. As in sheltered English and content-based programs, English is taught through the content areas. Structured immersion teachers have strong receptive skills in their students' first language and have a bilingual education or ESL teaching credential. The teacher's use of the children's first language is limited primarily to clarification of English instruction.

**What are the components?**
• English is the language of instruction, it is taught through the content areas without any direct English as a Second Language instruction.

• English as a Second Language teachers do not need to know the language(s) of the children.they teach.However, they are qualified and trained in second language acquisition and in techniques for teaching content and language.

• History and cultural heritage of the language groups are addressed.

## IV. How to Implement a Program

**1. Look at student needs and characteristics.** Some language minority students enter U.S. schools with strong academic preparation in their native language. Others, however, may arrive in this country with little or no school experience. Social, economic, and cultural factors in their home country may have interrupted their schooling. The needs of these students are clearly much different from those of students with a solid academic background (McKeon, 1987).

**2. Look at the school and/or the system's demographics.**
While some school systems have a large population of students from one language background, others have several smaller groups of students, each representing a different home language. Still others have small numbers of students from many language backgrounds scattered across grade levels and schools.

The total number of language minority students, the number of students from each language background, their proficiency level, and their distribution across grades and schools will influence the selection of the type of program to meet the needs of students (McKeon, 1987).

**3. Examine availability of resources.** Schools systems which have had a significant language minority enrollment for many years will likely have teachers, aides, and administrators trained to work with students who have limited English proficiency. They may be able to draw on a pool of bilingual personnel in the community to staff the programs. Other systems, faced with a sudden influx of students from one or more unfamiliar language backgrounds, may have to scramble to find qualified teachers or volunteers.

Material resources will also influence the type of program that a school system may be able to provide. Some systems may have classroom space to provide while others may be so overcrowded they may have difficulty finding a classroom to accommodate early-exit or late exit classes (McKeon, 1987).

**4. Select the program.** Select the type of program(s) needed based on needs of students, facilities, funding, personnel, and materials available. Regardless of the selected program, the following will need to be considered: development of entry and exit criteria: administration of assessment in English proficiency; native language and content areas; planning the instructional program based on prior assessment; implementation of instructional program; monitoring student progress in English and academic areas; exiting the program, and program evaluation.

## V. How to Evaluate the Program

• Formative evaluation and informal assessments are used to determine the student's progress in language and academic development.

• Summative evaluation is used to see if the program meets the needs of LEP students.

Factors to consider are: (a) the number of students placed in remedial or low level courses during their participation in the program; (b) how long they stay in such programs; (c) whether all LEP students participate effectively in the regular program after exiting the program; (d) whether LEP students are able to keep up with their non-LEP peers in the regular educational program; (e) whether they are able to participate successfully in all aspects of the school's curriculum without the use of simplified English materials; (f) whether the LEP retention and dropout rates are similar to those of their non-LEP peers.

## ELIGIBILITY FOR OTHER FEDERAL PROGRAMS

LEP students can also be served under other federal programs (Title I Chapter I LEA Program, Chapter I Migrant Education, Exceptional Children, Bilingual Vocational Education) provided that they meet eligibility requirement for these programs. In addition, the services rendered under these programs cannot supplant LEA responsibility to meet the language and academic needs of LEP students but in fact provide support to LEP students receiving language instruction within an ESL, a bilingual program or another program model.

**Title I, Chapter I LEA Program**, of the ESEA provides funds to LEAs and SEAs to help meet the educational needs of economically and/or educationally disadvantaged children. Chapter I funds may be used **only** to supplement educational and related services beyond those provided as part of the "regular" education program.

**The Chapter I Migrant Education Program** provides funding to DSEAs for compensatory education. These services include **supplemental** instructional assistance in reading, mathematics, language arts, vocational education, and English for LEP students.

**Title IV, Part E, of the VEA** establishes provisions for bilingual vocational training. Program funds are used to train LEP individuals for employment concurrently with English language instruction.

(From The Forum The National Clearinghouse for Bilingual Education Vol. XV, No 3 March 1992)

### Children with Special Needs

LEP students because of their cultural and linguistic background, have special instructional needs. These needs should **not** be confused with disability, nor should they serve as a basis for referral to a special education program (Ortiz & Maldonado-Colon, 1986). Linguistic, cultural, socioeconomic and other background differences are not considered handicapping conditions. Referral to a program for children with special needs therefore cannot be made on the basis of language difference.

The Education for all Handicapped Act of 1975 (P.L. 94-142, codified as 20 USC 1400) mandates and authorizes funds so that all handicapped students, including minority language handicapped students, ages 3-21 have available to them free, appropriate public education and related services designed to meet their unique needs. Participation in this program would entail meeting eligibility requirements outlined by the Division of Exceptional Children's Services.

**For additional information contact:**

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Raleigh, NC 27601-2825
919-715-1838

Donna Smith, Chief Consultant
Compensatory Education/Chapter I
Middle Grades Team D
North Carolina Department of Public Instruction
301 North Wilmington Street
Raleigh, NC 27601-2825
919-715-2242

Lowell Harris, Director
Exceptional Children Support Team
North Carolina Department of Public Instruction
301 North Wilmington Street
Raleigh, NC 27601-2825
919-715-1565

June Atkinson, Director
Vocational and Technical Support Team
North Carolina Department of Public Instruction
301 North Wilmington Street
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## FUNDING SOURCES FOR LIMITED ENGLISH PROFICIENT STUDENTS

### FEDERAL FUNDS

**CHAPTER 1**

**Please note**: This program may be impacted by the Elementary and Secondary Education Act (ESEA) Re-authorization. Additional information on program changes are not available at this time.

Chapter 1 includes the basic LEA grant program and the SEA grant program for handicapped, migrant, and neglected or delinquent children.

**CHAPTER 1 COMPENSATORY EDUCATION PROGRAMS FOR THE DISADVANTAGED**

**Background:** The Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988, Public Law 100-297, amended the Elementary and Secondary Education Act of 1965 (ESEA) Part A of Chapter 1 of Title 1, ESEA Education Consolidation and Improvement Act of 1981 (ECIA). Part A of Chapter 1 provides financial assistance through State education agencies (SEAs) to local education agencies (LEAs) to meet the special educational needs of educationally deprived children in school attendance areas and schools with high concentrations of children from low-income families and the needs of children in local institutions for neglected or delinquent children. This assistance is to improve the educational opportunities of educationally deprived children by helping them succeed in the regular program, attain grade-level proficiency, and improve achievement in basic and more advanced skills that all children are expected to master. (Chapter 1 LEA Program Policy Manual, a manual distributed by the U.S. Office of Education).

**Use of funds**: Chapter 1 funds may be used only to supplement educational and related services beyond those provided as part of the "regular" education program, such as basic skills and remedial reading instruction. Therefore, limited English proficient students may receive services through Chapter 1 funding provided that they meet the criteria for that program. If LEP children have needs stemming from educational deprivation and not solely from their lack of proficiency in English, the children must be identified as eligible and selected for Chapter 1 services on the same basis as other Chapter 1 children. (Chapter 1 LEA Program Policy Manual)

The use of Chapter 1 LEA Program funds must be based on an annual LEA needs assessment. The Chapter 1 LEA Program needs assessment must determine the special educational needs of all educationally deprived children in eligible attendance areas, including educationally deprived children eligible for the Chapter 1 Migrant Education Program. [Section 200.31 (b).]

An LEA may not use Chapter 1 funds to provide services that the LEA is required to provide for children with limited English proficiency under Federal law. The level of services necessary to meet Federal requirements must be provided from non-Chapter 1

materials for these children. The Chapter 1 Program Policy Manual provides additional information concerning services to limited English-proficient children.

**Resources:**
Chapter 1 LEA Program Policy Manual

Donna Smith, Chief Consultant
Middle School Team D
North Carolina Department of Public Instruction
301 North Wilmington Street
Raleigh, NC 27601-2825
(919) 715-2242

## CHAPTER 1 MIGRANT EDUCATION PROGRAM

**Please note:** This program may be impacted by the ESEA Re-authorization. Additional information of program changes are not available at this time

**Background**: Chapter 1, of Education Consolidation and Improvement Act of 1981 (ECIA) provides financial assistance to State Education Agencies for programs designed to meet the special educational needs of migratory children including the children of migratory agricultural workers and migratory fishers.

**Eligibility**: the child of a parent or guardian who is a migratory agricultural worker or fisher is considered migratory and eligible for the Migratory Education Program is, within the past 12 months, the child moved from one school district to another:

- with, or to join, a parent or guardian or another member of his or her immediate family who moved to obtain temporary or seasonal employment in an agricultural or fishing activity.

- with, or to join, a parent, guardian, or member of the child's immediate family to enable the child to obtain temporary or seasonal employment in an agricultural or fishing activity.

In addition, a child of a parent or guardian who is a migratory worker is designated as currently migratory and eligible for the Migrant Education Program if, without the parent or guardian:

- the child has moved annually to obtain qualifying employment after having previously been eligible under the above conditions.

**Use of funds**: State and operating agencies may use Migrant Education Program funds to provide bilingual education services to migratory children who are limited English proficient under certain circumstances. Migratory Education Program Services may not be used to provide services that the State or operating agency is required by law to make available to LEP children.

**Migrant Education Program funds generally may be used to provide bilingual assistance to LEP migrant students provided that** (1) bilingual services are needed to enhance remedial instruction and not merely to permit the district to meet its Title VI responsibilities and (2) language services are provided based on the assessment of unmet needs of all migrant children whom the State Education Agency and operating agency might serve. If these conditions are met, Migrant Education Program funds might, for example, be used to hire bilingual staff to augment efforts in assessing the needs of LEP children, or provide language assistance that is necessary to enable students

to participate meaningfully in the Migrant Education Program. If bilingual education services are provided with MEP funds, they must be remedial and supplement instruction offered by the school district's regular program. However, unlike the Chapter 1 LEA program, the Migrant Education Program, in certain circumstances, may provide instructional and support services to children regardless of whether their needs stem from educational deprivation or limited English proficiency. ( Chapter 1 LEA Program Policy Manual. p.114-115)

**Resources**:
Guide to Identify and Implement Programs for Limited English Proficient Services, Instructional Services Middle School Interdisciplinary Team, Compensatory Education/ Migrant Education, North Carolina Department of Public Instruction, Raleigh, N. C., 1994. written in cooperation with Johnston County Schools, Department of Migrant Education, Smithfield, NC.

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## EVEN START

**Background**: Even Start is a Federally-funded program that integrates adult education for parents and early childhood education for their children into a project that builds on and extends existing community resources. Grants for these family-centered programs are competitive and are awarded through the North Carolina Department of Public instruction.

Recipients must provide a local contribution of 10-40% of the total program cost for each year of the four year grant. This may be through a combination of in-cash and in-kind services and contributions.

Use of funds: Even start funds are used to provide the following program components:

- **Adult Education:** At the Even Start site, basic skills instruction is provided to parents to meet their personal educational goals, to obtain a high school diploma, and/or to assist them in achieving competence in the English language. Strategies used to teach adults include whole language, computer-assisted instruction, active learning, peer collaboration, and individual tutoring.

- **Early Childhood Education:** Developmentally-appropriate experiences are provided at the Even Start site for young children of parents receiving adult education. These programs may also be coordinated with services offered through other preschool programs in the public schools or in the community. Preschool classes encourage active exploration, personal discovery, and positive interactions with peers and adults.

- **Parenting Education:** Parent Time (PT) provides opportunities for parenting education and support group activities to meet the needs of participating families. Parent and child interaction (PACI) allows time for children and parents to work and play together in an informative and supportive environment. Knowledge gained by parents during PT and PACI time enables them to transfer their learning to practices in the home.

**Eligible participants**: The following participants are eligible for Even Start: Adults who do not have a high school diploma or who lack basic educational skills necessary to enable them to function effectively in society and who have children, ages birth through 7 years, who reside in an elementary school district that participates in a Federal Chapter 1 program. Eligibility of parents and their children is interdependent. Both must be participating in Even Start for either to receive services.

**Who may apply**:

- A local educational agency in collaboration with another public agency, such a local community college, a community-based organization, or other non-profit organization.

- A local community college, community-based organization, or other nonprofit organization of demonstrated quality in collaboration with a local educational agency (school system).

**Resources:**
Jean Carter, Even Start State Coordinator
North Carolina Department of Public Instruction
301 North Wilmington Street
Raleigh, NC 27601-2825
(919) 715-1845

Bob Anderson, Basic Skills Director
North Carolina Department of Community Colleges
(919) 733-7051

## PROGRAMS FOR CHILDREN WITH SPECIAL NEEDS

**Background**: "The term 'children with special needs' includes, without limitation, all children who, because of permanent or temporary mental, physical or emotional handicaps, need special education, are unable to have their educational needs met in a regular class without special education or related services, or are unable to be adequately educated in the public schools. It includes those who are academically-gifted, autistic, behaviorally-emotionally handicapped, deaf-blind, hearing impaired, mentally handicapped, multihandicapped, orthopedically impaired, other health impaired, pregnant, specific learning disabled, speech-language impaired, traumatic brain injured and visually impaired. The term "preschool children with special needs" includes, without limitation, all 3-and 4-year old children and those 5-year old children who are ineligible for kindergarten and who because of permanent or temporary cognitive, communicative, social/emotional, or adaptive disabilities are unable to have all of their developmental needs met in a normal environment without special education and related services. It includes preschool children who are developmentally delayed or those who are autistic, deaf-blind, hearing impaired, other health impaired, orthopedically impaired, speech-language impaired, visually impaired, or traumatic brain-injured. Preschool children with special needs become eligible for services upon reaching their third birthday." (Procedures Governing Programs and Services for Children with Special Needs, 1993, p.1).

**Speech-Language Impaired** (definition): "A pupil who has a speech-language impairment has a disorder in articulation, language, voice, and/or fluency. A speech-language impairment may range in severity from mild to severe. It may be developmental

or acquired, and pupils may demonstrate one or any combination of the four parameters listed above. A speech-language impairment may result in a primary handicapping condition or it may be secondary to other handicapping conditions. A **communicative difference/ dialect** is a variation of a symbol system used by a group of individuals which reflects and is determined by shared regional, social or cultural/ethnic factors and **should not be considered a disorder of speech or language** ." (Procedures Governing Programs and Services for Children with Special Needs, 1993, p.3).

**Use of funds**: Limited English proficient students may qualify for services provided by programs for children with special needs if their circumstances meet the "special needs" definition above. Limited English proficiency is not considered a disorder of speech or language. Procedures Governing Programs and Services for Children with Special Needs contains detailed information on screening, evaluation, identification, and placement procedures for children with special needs, including the role of translation and use of native language in referral and evaluation procedures for limited English proficient children with special needs.

**Resources:**
Procedures Governing Programs and Services for Children with Special Needs, Division of Exceptional Children's Services, North Carolina Department of Public Instruction, 1993.

Exceptional Children's Support Team
North Carolina Department of Public Instruction
301 North Wilmington Street
Raleigh, NC 27601-2825
(919) 715-1563

## VOCATIONAL EDUCATION PROGRAMS

**Background:** Title IV, Part E, of the Carl D. Perkins Vocation Education Act establishes provisions for bilingual vocational training. Program funds are used to train limited English proficient individuals for employment concurrently with English language instruction, to train instructors in bilingual vocational education, to develop materials and instructional techniques for bilingual vocational training, and to conduct research in bilingual vocational education.

**Funding**: The Act specifies that seventy-five percent of the appropriation be used for job training, fifteen percent for teacher training, and ten percent for research and the development of instructional materials. Under Title II of the Vocational Education Act, the U.S. Department of Education operates a state grant program aimed at providing access to quality vocational education for special populations such as disabled, disadvantaged, and limited English Proficient students and for improving vocational education for all participants.

**Resources:**
Office of Bilingual Vocational and Technical Education
Title II: (202) 732-2381
Title IV:(202) 732-2365

Vocational and Technical Support Team
North Carolina Department of Public Instruction
301 North Wilmington Street
Raleigh, NC 27601-2825
(919) 715-1624

## TITLE VII BILINGUAL EDUCATION PROGRAMS

**Background**: Title VII of the ESEA, the Bilingual Education Act, supports elementary and secondary education programs for limited English-proficient students through bilingual program grants (Part A), support service grants (Part B), and training grants (Part C). Local education agencies may apply to the Federal government for grants. The Department of Public Instruction provides training and technical assistance to help school system improve their systems improve their success rate, however these grants are highly competitive.

Six types of bilingual education programs are authorized under Title VII, Part A:

- **Transitional Bilingual Education** (TBE) provides native language instruction to help students achieve competence in English and meet grade promotion and graduation requirements.

- **Developmental Bilingual Education** (DBE) provides programs that teach English to and develop the language skills of LEP students while also developing bilingual skills in their English speaking peers.

- **Special Alternative Instruction Programs** (SAIPs) are designed to help LEP students learn through English.

- **Academic Excellence Programs** are selected to disseminate information on outstanding instructional programs.

- **Family Literacy Programs and Special Populations Programs** are designed for bilingual preschool, special education, and gifted and talented students.

**Resources:**
To request a grant application or obtain additional information:
Office of Bilingual Education and Minority Language Affairs (OBEMLA)
Washington, DC
(202) 732-5700

For information or to secure technical assistance:
Department of Public Instruction
Jerry Toussaint, High School Team B, 919) 715-1803
Jane Cowan, Elementary Team B, (919) 715-1796
Bernadette Morris, Middle School Team B, (919) 715-1798
Fran Hoch, Chief Consultant, Middle School Team B, (919) 715-1797

**State Title VII Grant:** The North Carolina Department of Public Instruction receives funding through a Title VII grant to provide technical assistance to local administrative units that are serving national origin minority students who are limited or non-English-proficient.

The majority of the grant funds are used for teacher training and data collection. The grant has been averaging $75,000 per year.

## EMERGENCY IMMIGRANT EDUCATION ACT PROGRAMS

**Background:** Title IV, Part D, of the ESEA - the Emergency Immigrant Education Act - authorizes financial assistance to state educational agencies and local education agencies for supplementary educational services for immigrant children enrolled in elementary and secondary schools in school districts that are heavily affected by newly arrives immigrant students.

**Funding:** Participation in the program is limited to districts with at least five hundred newly arrived immigrant children or where immigrant children represent three percent of the total enrollment. Funds are directed through the State Education Agencies that award subgrants to local school systems based on the number of immigrant children enrolled. Funds are used to give supplemental support such as the purchase of instructional materials.

**Resources:**
Office of Bilingual Education and Minority Language Affairs (OBEMLA)
Washington, DC
(202) 732-5700

For information:
Department of Public Instruction
Jerry Toussaint, High School Team B, (919) 715-1803
Jane Cowan, Elementary Team B, (919) 715-1796
Bernadette Morris, Middle School Team B, (919) 715-1798
Fran Hoch, Chief Consultant Team B, (919) 715-1797

## INDIAN EDUCATION PROGRAMS

**Background**: Title V, Subparts One and Two, of the Hawkins-Stafford Elementary and Secondary School Improvement Amendments of 1988 - the Indian Education Act -provides funds for a range of activities including basic skills instruction, remedial reading, native language instruction including bilingual education and instruction in tribal heritage and programs.

**Funding**: Two major programs authorized under the elementary and secondary School Improvements Amendment are the discretionary grant program and LEA formula grant program. In the LEA program, federal funds are distributed to local education agencies through state education agencies on a formula basis and are used to provide financial assistance for elementary and second programs that meet the special academic needs of Indian children. the discretionary grant program awards federal funding to institution of higher education, Indian tribes and organization, state education agencies and local education agencies for a wide range of activities including teacher training programs and bilingual education programs in preschool through post-secondary education. Other programs funded through the Indian Education Act include Evaluation and Technical Assistance Centers, Gifted and Talented Programs, Pilot and Demonstration Projects, and Educational Personnel Development Programs.

**Resources**:

Office of Indian Education
(202) 401-1887

Raleigh Technical Assistance Center
(919) 715-2200

## STATE FUNDS

### AVERAGE DAILY MEMBERSHIP (ADM) FUNDS:

**CLASSROOM TEACHERS - REGULAR**
**Background:** This provides funding for salaries for classroom teachers. To qualify as a classroom teacher and to be charged against this allotment, an individual must spend a major portion of the school day providing classroom instruction and shall not be assigned to administrative duties in either the central or school offices.

**Funding:** Each LEA is entitled to funding based on ADM. Teachers are allotted based on one per the following number of students and rounded to the nearest one-half position. For city LEAs with less than 3,000 ADM, fractions are rounded up to the nearest whole position.

| Grades: | | |
|---|---|---|
| | K | 1:23 |
| | 1-9 | 1:26 |
| | 10-12 | 1:28.425 |

**TEACHER ASSISTANTS - REGULAR**
**Background:** This provides funding for salaries for teacher assistants.

**Funding:** Each LEA is entitled to funding based on ADM. Funds are allotted as dollar amount per ADM in grades K-3.

**INSTRUCTIONAL SUPPORT PERSONNEL - CERTIFIED**
**Background:** Provides funding for salaries for certified instructional support personnel. Positions must be used first for counselors, then for social workers and other instructional support personnel which has a direct instructional relationship to students or teachers to help reduce violence in the public schools. They shall not be used as administrators, coordinators or directors.

**Funding:** Each LEA is entitled to positions. The number of positions allotted is based on each LEA's ADM. These positions are allotted on the basis of one per 219.03 ADM. All partial positions over .25 are rounded up to the nearest whole position. For city LEAs with an ADM of less than 3,000, all fractions will be rounded up to the next whole position.

**Resource:**
North Carolina Public Schools Allotment Policy Manual

### BASIC EDUCATION PROGRAM
**Classroom Teachers - Program Enhancement**

**Background:** The Basic Education Program provides funding for classroom teachers for program enhancement. The program is intended to ensure that every child is provided with equal access to instruction in the areas of arts, communication skills, physical education

and personal health and safety, mathematics, media and computer skills, science, second languages, social studies, and vocational education.

**Funding:** Each LEA is entitled to positions. The number of positions is based on each LEA's ADM. Teachers are allotted based on the difference between teachers calculated at the following ratios:

| | | |
|---|---|---|
| Grades: | K-3 including TMH | 1:23 vs 1:20 |
| | 4-6 | 1:26 vs 1:22 |
| | 7-8 | 1:26 vs 1:21 |
| | 9-12 | 1:26 vs 1:24.5 |

These positions are rounded to the nearest one-half position. For city LEAs with an ADM of less than 3,000, positions will be rounded up to the next whole position.

**Resources:**
North Carolina Public Schools Allotment Policy Manual

## SMART START

**Background:** a comprehensive initiative which is designed to provide every child in North Carolina who needs it access to affordable, quality early childhood education and other crucial services. Begun in 1993, the initiative targets children from birth to five years old to ensure they come to school healthy and ready to learn. The program includes three key components which are designed to ensure that every child has access to high-quality, developmentally appropriate, affordable early childhood services:

**Immediate, statewide early childhood services for all children**

- Lower child care staff ratios for infants and toddlers
- Expanded numbers of state staff who monitor and assist child care centers and registered homes
- An increase in the amount of child care tax credit that can be claimed by families earning less than $40,000.
- Training for day care workers at community colleges through the TEACH (Teacher Education and Compensation Helps) program
- Ensure that within three years all children (birth to age 5) are fully immunized
- Additional matching funds for the federal At-Risk Child Care Grant

**North Carolina Partnership for Children**

- Set statewide goals for the quality of life for children
- Map out a comprehensive blueprint for services for children
- Develop benchmarks for specific measurable performance
- Seek applications from interested counties to serve as demonstration partnerships
- Showcase existing programs that promote collaboration and quality of services
- Mobilize public support for change
- Recommend partnerships from among the applications (one in each Congressional district) based on a recommendation of a panel of early childhood experts.
- Monitor and hold local partnerships accountable for quality services
- Report to the General Assembly quarterly on the progress of the initiative and recommend a process for future expansion statewide

**Local Partnerships for Children**

- Teams from the selected programs' counties will participate in an intensive practice to develop a plan for children and families in their communities
- Plans may include funds for appropriate child development services, parenting education programs, home visits to help families, renovations of facilities to meet building code and licensing standards, health care initiatives, or other strategies designed to help children and strengthen and empower their families

**Funding:** Each partnership will receive $100,000 for administrative and operative costs and will oversee and coordinate the implementation of the local plan.

**Resources:**
For more information:
Department of Human Resources
(919) 662-4543

## DROP-OUT PREVENTION AND STUDENTS AT RISK PROGRAM

**Background:** The program began as part of the Basic Education Program in 1985. Children and youth at risk in North Carolina are young people who, because of a wide range of personal, familial, social, or academic circumstances, may experience school failure or unwanted outcomes unless there is intervention to reduce the risk factors. The following are among the primary factors that may identify these children: school performance at two or more years below grade level; CAT scores below the 25th percentile; academic failure; non-promotion (being older than classmates); truancy, substance abuse; delinquency; disinterest in school; low self-esteem; learning disabilities; physical, mental, or emotional handicaps; physical or mental health problems; physical or sexual abuse; pregnancy; unstable home environment/family trauma; family income at or below the poverty level; negative parental attitudes toward school; low parental educational attainment; frustration of unchallenged giftedness and unrecognized talents; and limited English proficiency.

**Funding:** Funds are available for use in all grades, pre-K-12. Funds are used for the salaries of certified teachers, counselors, school social workers, school nurses, school psychologists, instructional materials, supplies, travel and equipment for students-at-risk staff and programs. Funds are also available for a program coordinator. Programs vary from system to system, with each school system determining through its annual plan the most effective use of funds. Some of the often-implemented programs are early identification and intervention, counseling for at-risk students, and extended school day and other alternative schools.

**Resources:**
Jeanne Haney, Drop Out Prevention Consultant
NC Department of Public Instruction
301 North Wilmington Street
Raleigh, NC 27601
(919) 715-1694

## LOW WEALTH SUPPLEMENTAL FUNDING

**Background:** Low Wealth Supplemental Funds allow low-wealth counties to enhance the instructional program and student achievement. Eligible LEAs are those located in counties in which the county wealth is less than 100% of the state average wealth.

**Funding:** The overall wealth of a county is considered critical in determining if a county can generate the necessary revenue to support the LEA(s) located within the county. The formula : comparison of a county's relative wealth (using three criteria) with the average wealth of the other 99 counties in the state. The formula attempts to project the county's ability to generate revenue as compared to other counties in North Carolina.

**Resource:**
North Carolina Public Schools Allotment Policy Manual

## LOCAL FUNDS

Local school systems may seek to provide additional support for schools and their programs in a number of ways:

- Locally-funded teachers to serve limited English proficient students
- Locally-funded teacher assistants to work with limited English proficient students, may be bilingual
- Locally-funded instructional support positions to serve the needs of limited English proficient students
- Materials, supplies, or transportation funded locally
- Partnerships with companies, large and small
- Community in School initiatives
- Adopt-a-school
- Educational foundations
- Parent Teacher Student or Home-School Associations
- Volunteer programs
- Foster grandparent program
- Partnerships with community colleges and other institutions of higher education
- Private grants
- Memorial gifts

**Resources:**
For information:
Department of Public Instruction
Jerry Toussaint, High School Team B, (919) 715-1803
Jane Cowan, Elementary Team B, (919) 715-1796
Bernadette Morris, Middle School Team B, (919) 715-1798
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# Instruction of Language Minority Students
## Second Language Acquisition

Adapted from an article By Barbara S. Rosen

Recent research has shown that children acquire a second language in the same way as they do a first. What seems to help students acquire another language is to provide them with rich comprehensible input occurring in natural, communicative situations in a non-threatening environment (Krashen, 1982). When these conditions are met, language acquisition is involuntary, effortless, unconscious and inevitable.

### Stages of Language Acquisition

In oral language development, second language learners pass through four recognizable stages of language acquisition prior to achieving fluency. The types of language activities that students are capable of at each stage vary with each level.

**Pre-production**: the learner is engaged in active listening and observing language usage by speakers in the target language but not speaking. He is learning the second language through exposure to meaningful input.
Some good verbs to use when writing behavioral objectives are: listen, point, move, mime, match, draw, select, choose, act, circle/check/underline, touch, color, cut, etc.
Students respond by performing an act, pointing to an item/picture or writing the letter corresponding to a picture, gesturing or nodding, saying yes or no, and saying the names of other students.

**Early production**: single words and short phrases are attempted by the learner. Comprehension is limited.
Some useful verbs are: name, label, group, list, categorize, tell/say, yes/no questions, choice questions with or, wh questions except why?
Students respond by yes/no answers, one word answer from general questions: *who, what, when, where*, lists of words, and two word strings.

**Speech emergence**: meanings are communicated while language forms still demonstrate lack of fluency. Longer phrases and sentences are formed.
Some verbs to use to elicit longer responses are: recall, define, explain, compare, summarize, describe, role-play, restate, contrast, etc.
Students respond by three words and short phrases, longer phrases, complete sentences, dialogs, and extended narratives.

**Intermediate fluency**: both meaning and form are approaching age appropriate levels, yet growth is still required in specific areas: phonology, lexicon, syntax, pragmatics, and overall fluency. Sentences are more complex.
Some useful verbs are: analyze, create, debate, complete, justify, support, examine, describe, etc.
Students respond by extended discourse, paragraphs, narratives, and creative writing (poetry, descriptive writing).

The stages of language acquisition are developmental regardless of chronological age and grade.

The teacher must know the student's stage of acquisition and have a refined understanding of the specific language skills that students have developed in their first and second language including:

1. Listening comprehension - (informal testing).

2. Language production - (oral language sample).

3. Grammar usage - (oral language sample, written language sample).

4. Vocabulary knowledge and usage - (informal testing).

5. Fluency - (oral language sample).

6. Appropriate language usage - (oral language sample).

## Guidelines

The following guidelines are based upon current research findings in the field of **second language acquisition.**

**1. Maximize students' exposure to natural communication.**
The learner is focused on messages being conveyed not on linguistic form. the teacher should ask real questions. The teacher should use concrete referents. The "here and now" principle which describes what has just happened, used by mothers and caretakers with children should be followed. Correction of errors should be limited to specific exercises where the focus of the lesson is on form. Encourage situations where the second language learners can interact with students of the target language.

**2. Silent period.**
During the initial phase which can last from one hour to 6 months of second language instruction the students will listen and perhaps respond with gestures. During this period students need exposure to language that they can understand about topics which have a meaning for them.

**3. Use concrete referents.**
In order to make language meaningful the teacher should develop activities so that what is described can be seen, heard, felt, or smelled. The language environment for the second language learner should be concrete. The use of visual aids, cooking, games, arts and crafts, and experiments are very effective activities to employ.

**4. Use techniques to relax students.**
Students will not acquire a second language (L2) in an environment where they are afraid or anxious. Playing music and singing songs are effective as well as fun in teaching L2.

**5. Learn what motivates and incorporate into lessons.**
Accept speech that is different from the teacher but used by peers of the learner.

**6. Create a positive climate where the student is not embarrassed by errors.** The teacher should expect errors and he/she should not focus on student errors during communication. The teacher should respond to the content of students' speech and not to form (errors). When a student utterance is incorrect the teacher should model the correct response. For example: the student says, "want bathroom" the teacher can say "yes, you may go to the bathroom."

**7. Certain language structures tend to be learned before others.** Language acquisition follows developmental stages. All second language learners must pass through the same process.

### Climate

The teacher must provide a positive climate for language acquisition. Krashen (1982) considers the following necessary for creating an environment where language acquisition occurs:

1. Self esteem: learners must feel competent.

2. Motivation: learners feel positive towards the second language.

3. Low anxiety: learners lose self consciousness and forget that they are learning a second language.

4. Meaningful input: the focus is on the message and the content must be interesting and relevant for the learner.

5. Opportunity for learning: learner is integrated into second language environment, and can use the target language.

### Types of Language Proficiency

There are two types of language proficiency: surface proficiency and deep structure. Surface proficiency is functional. The speaker can interact with others on a personal level or on everyday topics. Cummins refers to this as Basic Interpersonal Communication Skills (BICS). **This type of proficiency is usually acquired by learners in two years or less.**

The second type of proficiency is referred to as deep structure. This type of proficiency is related to academic language, the language of teachers, textbooks and tests. Cummins refers to this as Cognitive Academic Language Proficiency (CALP). Cummins suggests that unless students have fully developed academic proficiencies in their native language, which supports more rapid development in the second language of this type of deep structure of proficiency, that **the average child takes from 5-7 years to acquire this type of proficiency.**

### Stages of Literacy

The stages of literacy development for second language learners follow a predictable sequence of developmental stages in the second language learners acquisition of reading, writing, and spelling abilities in the target language (English), for example:

1. Preparation for writing stage - pictures, drawing, tracing, and copying words.

2. Early performance - single words and phrases.

3. Emergent writing - more organization, language usage is improved.

4. Intermediate stage - learner would show need to refine production skills and learn more about the variety of outlets for their growing writing abilities -i.e. poetry, prose.

**Literacy Environment**

The environment for the development of second language literacy acquisition must meet the following conditions:

1. Focus of instruction on **meaning**.

2. Content of instruction is **relevant** to learner.

3. Focus on **integrative approaches**.

4. **Inter-language forms are accepted** at early stages (when student uses native structure when attempting second language, for example: The boat green.)

5. Appropriate **feedback** is given to learners.

6. **Plentiful opportunities** for learner to engage in literacy activities.

7. **Encouragement** provided from peers and adults to sustain learners' efforts.

## ENGLISH AS A SECOND LANGUAGE STRATEGIES

**Total physical response (TPR):** a strategy used with students who are beginning a new language. Students show understanding of the spoken word by performing actions in response to given commands.

**Demonstrations:** in this approach, the teacher or a guest gives instructions on how to complete a task or recounts an experience, making heavy use of props, pictures, pantomime, and other visual aids to facilitate comprehension (Curtain & Pesola, 1988).

**Hands on approach:** hands on activities provide students the opportunity to acquire the language naturally by doing. The language environment should be concrete and should include activities which can be seen, heard, felt, touched, or smelled.

**Cooperative learning:** cooperative learning, group and pair work can be some of the most effective tools to help students communicate in another language. In cooperative learning students help each other to complete a task and are rewarded for providing that help (Jacob & Mattson, 1987).

**Peer tutoring:** in peer tutoring, a student with a higher level of proficiency works and helps a student with a lower level of proficiency.

**Role play and simulation:** role play moves the students one step beyond a dialog and places them in a situation in which they are called on to cope with the unexpected or with a new setting. Students work together in a group to develop an unscripted conversation around a new situation.

**Graphic organizer:** a visual and verbal map of vocabulary and concepts and their relationships designed to assist learners in comprehending selections. Examples are timelines, diagrams, flow charts, outlines, and semantic maps.

**Storytelling:** storytelling can provide input for children who are at an early age of language acquisition when the stories meet the following criteria: a) familiar or highly predictable, b) repetitive, c) lend themselves to dramatization, d) lend themselves to heavy use of visuals and realia (Curtain & Pesola, 1988).

**Language experience approach:** an approach to learning to read which centers around the students shared experience. The students dictate something to the teacher who writes the sentences on an overhead or a flip chart. The written piece is then used as a teaching tool to discuss such things as punctuation, capitalization, etc. Younger students may copy and illustrate the story they have helped to create.

**Shared reading:** an effective literacy development strategy for working with students functioning at a wide range of levels. Beginning language learners hear the rhythm of the language along with much repeated vocabulary. Intermediate students can use reading-like behavior while reciting from the books or following the teacher. Advanced students can read independently using as many cues as they know (McCloskey, 1988).

**Dialogue journal:** an interactive journal which carries on a conversation between the students and the teacher. The teacher responds by asking questions, stating opinions, and commenting on the ideas expressed. Dialogue journal entries are not corrected since the focus is placed on the message rather than the form.

**Journal writing:** a less private form of diary. It is more readily shared, allows more flexibility, and is more adaptable as a teaching tool. It is especially useful when used to elicit personal responses to reading, issues, and events under study.

## LANGUAGE LEARNING IN THE CONTENT AREAS

The following suggestions are taken from *Content Area Instruction for Students with Limited English Proficiency* by Mary Galvan.

1. **Identify main concept and supporting details**
   Decide on the general and specific objectives of the lesson. Select information that is essential, write it down in a series of complete sentences in an outline form, relying upon charts, maps, graphs, and symbols to support these objectives. Identify what you want students to know when they have finished.

2. **Identify essential vocabulary**
   Determine what words (technical and content) are necessary for talking about the concept (probably most of these words appear in the outline). Identify and pre-explain vocabulary related to visuals, pictures and graphs in texts. Use words that students may already know to explain new content vocabulary. Select only the words that are essential; too many words may confuse and overburden the student.

   Have the student work with the new words in a variety of meaningful ways by listing them, illustrating them, pronouncing them, writing synonyms in English, and/or listening to another student use the words in appropriate, relevant sentences to illustrate the meaning.

3. **Rewrite main idea with supporting details in language (grammatical and rhetorical) consistent with student ability**
   This can be accomplished by the following: shorten compound/complex sentences. Change verb tenses to earlier acquired ones (i.e., past perfect may be difficult for beginning students). Using the progressive tense (to be + ing) or present may be easier to understand. Simplify sentence patterns, minimize the use of clauses and rearrange word order which may be confusing. Eliminate adjectives and adverbs which may only serve to intensify or describe but not greatly affect meaning.

4. **Plan non-verbal strategies for understanding the concept**
   Again, visuals must play an essential part in the lesson. Symbol usage in mathematical addition or subtraction or experiments in science can serve to facilitate understanding of concept and vocabulary.

5. **Plan how and when to teach language of concept**
   Knowing objectives of the lesson beforehand obviously facilitates this. Plan time before class or during the first few minutes of class for the introduction of the lesson to the limited English-proficient student. Or, periodically inform the ESL specialist about the weekly objectives and vocabulary essential to the content area course. Pre-teaching will facilitate comprehension during the classroom presentation of the lesson.

6. **Provide content area reading strategies**
   a. Introduce skimming techniques that familiarize the student with the format of the book. This includes the function of the Table of Contents, Index, location of charts, graphs, and maps. The student should also be directed to read the introduction subtitles, and conclusions of chapters to assist prediction and other reading comprehension skills.

b. Introduce student to the SQ3R method. This includes:
   1. S skimming- student skims reading passage
   2. Q questioning- student formulates questions anticipating the content of the reading
   3. R reading- student reads to look for an answer to anticipated content
   4. R reciting- teacher asks questions of the class or student, then, the student reads the answers as they are located
   5. R reviewing- student reviews with the teacher to find answers to original questions

7. **Plan evaluation of achievement**
In order to evaluate the LEP student effectively, certain adjustments in the traditional grading policies are recommended. (See section on grading)

## ADAPTING CONTENT AREA MATERIALS TO FIT THE SPECIAL NEEDS OF LIMITED ENGLISH PROFICIENT STUDENTS

Adapted from Faye Schmelig and Mary Lou McCloskey

### I. Criteria for Selecting Materials

- Materials are clearly and simply written.
- Length is manageable.
- There are many pictures that are closely related to written text.
- There are many charts and graphs.
- There are many hands-on activities to use with text.
- The text is clearly demarcated with headings, subdivisions and bold text for important points.
- Materials take a multicultural point of view in illustrations, selection of materials, and background information expected.

### II. Criteria for Adapting and Using Materials

- Adapt and simplify materials without "watering down" the content.
- Reduce the amount of language. Simplify vocabulary but retain technical or concept terms.
- Eliminate unnecessary details.
- Use a highlighting pen to highlight main points and what students need to learn.
- Aid in comprehension by using charts, graphs, maps, timelines, pictures, photos, drawings, and other representations.
- Place important pieces of information first with supporting details following, or try a "T" outline, with main points on the left and supporting details on the right.
- Present concrete information first, then the abstract.
- Use simple verb tenses (He went) instead of perfect tenses (He has gone). Use active voice (Gail Sheehy wrote Spirit of Survival) instead of passive (Spirit of Survival was written by Gail Sheehy).
- Negate rather than using words like "hardly", "seldom", and "no longer". When adapting or writing material in prose form, place the topic sentence first. Use directed reading--preview, read, review. Ask many questions to guide and check comprehension.

- Teach students strategies for finding essence of text.
- Supplement with or substitute more accessible materials.
- The structure of the text material often suggests formats for adaptation. A biographical prose selection, for example, might lend itself well to a timeline; a description of a country's natural resources might suggest a map with a key of symbols and/or pictures.
- Be aware that cultural bias often exists in materials. By adapting materials, a teacher can eliminate that bias and control the cultural information presented.

## ENGLISH AS A SECOND LANGUAGE TIPS AND TECHNIQUES FOR THE CLASSROOM TEACHER

Adapted from an article by Joyce Wells

Even if you are not a certified ESL teacher, you can help non-English speaking students succeed in your class.

**1. Make sure the new child feels welcome and accepted.**

a. Learn to pronounce the child's name correctly.
b. Learn something about the child's home culture.
c. Assign a buddy to familiarize a new child with school and classroom routines. Rotate the assignment among several students.
d. Be sure to include the child in class activities.
e. Seat the student in the middle of the classroom towards the front to provide for maximal observation.
f. Make a conscious effort to interact with students daily, on a one-to-one basis.

**2 Allow learners of English to begin the process of acquiring English at the beginning by developing listening comprehension.**

a. Monitor your vocabulary and use of idioms when speaking with new students in class.
b. Use contextual clues to clarify meaning: realia, pictures, media, props, blackboard sketches, manipulatives, and facial expressions.
c. Model correct, natural language, but focus on communication and meaning rather than grammatical form.
d. Modify English structures and vocabulary used in presentations. Keep terminology constant.
e. When possible, use actions or body language to reinforce oral statement. Dramatize, demonstrate, and describe more often.
f. Present information in discrete, sequential steps. Give clear and concise directions.
g. Include daily routines with repetitious language, both in oral and in written form.
h. Don't force new students to speak before they are ready.

**3. Help students master subject matter while they acquire more proficiency in English.**

a. Provide opportunities for students to hear and use meaningful language in a real context: art activities, science experiments, games, music, field trips, role-playing.
b. Provide for interaction with native English speakers through collaborative learning groups.
c. Encourage participation by asking questions that can be answered at the student's level of English, such as yes/no and one-word answers then proceed to "wh" questions. Also, ask referential as well as display questions.
d. When a student begins contributing to class discussions, accept errors in grammar and pronunciation and continue to model appropriate language. React first to the intended meaning then attend to the form.
e. Frequently check for understanding.

f. Concentrate on building student's oral English vocabulary as a prelude to reading with comprehension.

g. Use visually stimulating materials to enhance discussion: pictures, maps, diagrams, filmstrips, movies, blackboard. These clues must be directly related to the content discussed.

**4. Maintain an encouraging, success-oriented atmosphere.**

a. Recognize that standardized tests are often inappropriate for language minority students.

b. Tape record a new student use of English early in the year; repeat at two to three month intervals. If the student is writing, save early samples to compare with later writing. Remember to praise students for successes as they learn English.

With a nurturing, acquisition-rich environment, your students may be reasonably fluent in conversational English within one to two years. But bear in mind that language minority students differ from one another in interests, motivation, and cultural backgrounds. Those who have already developed a strong educational foundation in their home language before entering your classroom are likely to enjoy a positive self-concept and success in their new environment. Other students may require several years to perform up to their academic potential.

## GRADING

The following suggestions are taken from *Content Area Instruction for Students with Limited English Proficiency* by Mary Galvan.

In order to evaluate the LEP student effectively, certain adjustments in the traditional grading policies are recommended.

1. Evaluate the specific skills taught.

2. Allow for non verbal demonstration for evaluation purposes. Do not test language in content areas, i.e., in geography or science have student point to the items, identify or locate in place of reading and writing exams. In math area, minimize word comprehension problems to teach general operational skills (fractions, decimals, percents, addition, subtraction, multiplication, division).

3. Utilize peer tutor and/or group projects from time to time for projects which will allow alternative evaluation procedures.

4. Eliminate sections of tests which may be difficult, i.e., essay questions where lack of comprehension of one word can change the entire meaning.

5. Prepare test that reflects the new vocabulary taught. Synthesizing or transferring concepts to new situations may be difficult. In the beginning of evaluations, rely upon examples given during the introduction of concept and objectives.

6. Instead of giving traditional A-F grades, allow for Pass-No Pass option.

For questions refering to testing, consult Guidelines for Testing Students with Limited English-Proficiency, Testing and Analysis Section, Office of Accountability Services, NC Department of Public Instruction.

## UNDERSTANDING YOUR STUDENTS' CULTURE

Limited English proficient students moving into our schools experience a culture shock as they are faced with a new and unreadable language, new faces, different value systems, different historical heritage, and a strange environment. Many experience frustrations as they attempt to adjust to their new environment and learn how to survive within the school culture. As they try to figure out how they fit in, some misinterpretations of culture take place. These misunderstandings are expressed at times by the LEP students' display of unusual behavior.

**How can a teacher avoid cultural misunderstanding?**
To the average classroom teacher, cultural differences may appear overwhelming especially since most teachers have had no prior training to help them deal with students who do not speak English. A caring teacher will seek some awareness of the students' cultures and will attempt to understand who they are, where they come from, their family history, their faith, and their values. In addition, the concerned teacher will seek insights from books, bilingual personnel, and other sources which discuss the cultures of the students. By identifying some potential areas of miscommunication and conflict, the teacher becomes better prepared to help the students adapt to their new surroundings. Following are a few suggestions for validating cultural differences (Adapted from F. Schmelig):

- **Learn and use the students' culture names.**

  A person's name is part of his/her identity, therefore it is important to make every attempt to pronounce the name correctly. Different cultures use a different order or may have double first and/or last names. The teacher will need to determine which part of the name is the first name and which is the family name (See Comparative Naming Systems chart at the end of this section). It is not recommended to give the student a new name unless it is requested by the student's family.

- **Accept the child as he/she comes into the system.**

  Several major losses occur as the limited English proficient student enters the schools. He/she looses his/her background culture, his/her native language and most importantly his/her self-esteem.

- **Do not assume that all students have the same background knowledge or prior experiences.**

  Students who enter our classroom represent varied experiences, they bring with them a rich background of diversity of languages, traditions, value systems, religious beliefs, etc. Some come from war-torn areas and have seen their family split apart. In addition, some have had extensive formal education while others have never been in a classroom. The caring teacher will concentrate on what can be done to help the student adjust to his/her new surroundings.

- **Celebrate differences.**

  Explicit examination of ethnocentric or singular viewpoints is another way to increase cross cultural understanding in the classroom and to help validate the student's own feeling of self (Willig, 1991).

- **Ask students to compare and contrast aspects of American culture with aspects of other cultures.**

  While it is important to look at the differences, it is equally essential to describe the similarities and to focus on identifying the universal physical and psychological needs of man (Seelye, 1988).

- **Emphasize the contributions of different cultures to our society.**

  A sense of cultural pluralism can be developed if there is a focus on the contributions of all groups within a society.

- **Incorporate multicultural literature, drama, music, role models, and materials in lessons.**

  The aim of multicultural education is to ensure equity in education for all students and to help empower young people to make the world a better place both individually and collectively (Menkart, 1993). If a student's culture and color are not perceived as valuable, it is likely that he/she will question his/her own personal identity and self esteem. For this reason, it is important to provide multicultural materials and multiethnic role-models to help create an environment open to the various cultures represented in the classroom.

- **Learn a few words in the student's language.**

  The student's self- esteem can be enhanced if the teacher makes an attempt to use some words and/or phrases in the student's native language and if the student is asked to teach or demonstrate for his/her peers a few expressions in his/her native tongue. The resource that a language minority child brings to the classroom should be exploited and the benefits of knowing at least two languages should be emphasized to all students.

- **Learn as much as you can about the students' cultures.**

  The more you know about your students'cultures, the better prepared you will be to understand your students. By becoming knowledgeable, you will be more apt to avoid misinterpreting your students' behaviors.

- **Make parents your partners.**

  Parent involvement is an essential component of any English as a Second Language Program. The role of parents within the American school system may be viewed very differently in varied cultures. However, parents can be involved in a variety of ways as: class helpers/volunteers, cultural resources, translators, etc.

In addition, they may also benefit form a family literacy program within the school or the community.

- **Assign home support activities.**

  Be open with the parents in expressing the school desire of having their participation in their children's education. Offer specific suggestions of ways in which parents can help their children at home.

- **Beware of stereotyping.**

  Do not assume that students have the same culture because they share a common language. There is a tremendous range of diversity in the cultural rules within a single cultural group. Awareness of the range of cultural characteristics can provide the teacher with a storehouse of information to utilize in solving behavioral, interactional, and learning problems in the classroom.

- **Keep a positive attitude.**

**Concrete daily school life cultural information for effective teaching is a section in Here They Are...What Do We Do? This publication is available from the North Carolina Department of Public Instruction, Publication Sales.**

## QUESTIONS TO ASK ABOUT CULTURE

Adapted from Saville-Troike, M. A Guide to Culture in the Classroom. Rosslyn VA: National Clearinghouse for Bilingual Education, 1978, 19-34.

### 1. General

- What are the major stereotypes which you and others have about each cultural group? To what extent are these accepted by the group being typed?
- To what extent and in what areas has the traditional culture of each minority group changed in contact with the dominant American culture? In what areas has it been maintained?
- To what extent do individuals possess knowledge of or exhibit characteristics of traditional groups?

### 2. Family

- Who is in a 'family'? Who among these (or others) live in one house?
- What is the hierarchy of authority in the family?
- What are the rights and responsibilities of each family member? Do children have an obligation to work to help the family?
- What are the functions and obligations of the family in the larger social unit? To the school? To its individual members?
- What is the relative importance of a individual family member vs. the family as a whole? What is the degree of solidarity or cohesiveness in the family?

### 3. The Life Cycle

- What are the criteria for the definition of stages, periods, or transitions in life?
- What are the attitudes, expectations, and behaviors toward individuals at different stages in the life cycle? What stage of life is most valued? What stage of life is most 'difficult'?
- What behaviors are appropriate or unacceptable for children of various ages? How might these conflict with behaviors taught or encouraged in the school?
- How is language related to the life cycle?
- How is the age of children computed? What commemoration is made of the child's birth (if any) and when?

**4. Roles**

- What roles within the group are available to whom, and how are they acquired? Is education relevant to this acquisition?
- What is the knowledge of and perception by the child, the parents, and the community toward these roles, their availability, and possible or appropriate means of access to them?
- Is language use important in the definition or social marking of roles?
- Are there class differences in the expectations about child role attainment? Are these realistic?
- Do particular roles have positive or malevolent characteristics?

**5. Interpersonal Relationships**

- Is language competence a requirement or qualification for group membership?
- How do people greet each other? What form of address are used between people in various roles?
- Do girls work and interact with boys? Is it proper?
- How is deference shown?
- How are insults expressed?
- Who may disagree with whom? Under what circumstances?
- Are mitigating forms used?

**6. Communication**

- What languages, and varieties of each language, are used in the community? By whom? When? Where? For what purposes?
- Which varieties are written, and how widespread is knowledge of written form?
- What are the characteristics of 'speaking well', and how do these relate to age, sex, context, or other social factors? What are the criteria for 'correctness'?
- What roles, attitudes, or personality traits are associated with particular ways of speaking?
- What range is considered 'normal' speech behavior? What is considered a speech defect?

- Are there any external signs of participation in religious rituals (e.g., ashes, dress, marking)?
- Are dietary restrictions to be observed, including fasting, on particular occasions?
- Are there any prescribed religious procedures or forms of participation if there is a death in the family? What taboos are associated with death and the dead?

**9. Health and Hygiene**

- Who or what is believed to cause illness or death (e.g., the 'germ' theory vs. supernatural or other causes)?
- Who or what is responsible for curing?
- How are specific illnesses treated? To what extent do individuals utilize or accept 'modern' medical practices by doctors and other heath professionals?
- What beliefs, taboos, and practices are associated with menstruation and the onset of puberty?
- What are beliefs regarding conception and childbirth?
- What beliefs or practices are there with regard to bodily hygiene (e.g., bathing frequency and purpose)?
- If a student were involved in an accident at school, would any of the common first aid practices be unacceptable?

**10. Food**

- What is eaten? In what order? How often?
- What foods are favorites? What taboo? What is 'typical'?
- What rules are observed during meals regarding age and sex roles within the family, the order of serving, seating, utensils used, and appropriate verbal formulas (e.g., how , and if, one may request, refuse, or thank)?
- What social obligations are there with regard to food giving, preparation, reciprocity, and honoring people?
- What relation does food have to health? What medicinal uses are made of food, or categories of food?
- What are the taboos or prescriptions associated with the handling, offering, or discarding of food?

**11. Dress and Personal Appearance**

- What clothing is 'typical'? What is worn for special occasions?
- What seasonal differences are considered appropriate?
- What significance does dress have for group identity?
- What restrictions are imposed for 'modesty' (e.g., can girls wear shorts, or shower in the gym)?
- What is the concept of beauty, or attractiveness? How important is physical appearance in the culture? What characteristics are most valued?
- What constitutes a 'compliment', and what form should it take?
- Does the color of dress have symbolic significance (e.g., black vs. white for mourning)?

**12. History and Traditions**

- What individuals and events in history are a source of pride for the group?
- To what extent is knowledge of the group's history preserved? .
- In what forms and in what ways is it passed on?
- To what extent is there a literate tradition of the group (e.g., written history, and knowledge of written history within the group itself)?
- To what extent are traditions and historical events reflected in aphorisms and proverbs?
- Do any ceremonies or festive occasions re-enact historical events?
- How and to what extent does the group's knowledge of history coincide with or depart from 'scientific' theories of creation, evolution, and historical development?

**13. Holidays and Celebrations**

- What holidays and celebrations are observed by the group and individuals?
- What is their purpose (e.g., political, seasonal, religious, didactic)?
- Which are especially important for children and why?
- What cultural values do they intend to inculcate?
- What aspects of socialization/enculturation do they further?
- Do parents and students know and understand school holidays and behavior appropriate for them (including appropriate non-attendance)?

## 14. Education

- What is the purpose of education?
- What kinds of learning are favored (e.g., rote, inductive)?
- What methods for teaching and learning are used at home (e.g., modeling and imitation, didactic stories and proverbs, direct verbal instruction)?
- Do methods of teaching and learning vary with recognized stages in the life cycle? With the setting?
- What is the role of language in learning and teaching?
- Is it appropriate for students to ask questions or volunteer information? If so, what behaviors signal this? If not, what negative attitudes does it engender?
- What constitute a 'positive response' by a teacher to a student? By a student to a teacher?
- How many years is it considered 'normal' for children to go to school?
- Are there any different expectations by parents, teachers, and students with respect to different groups? In different subjects? For boys vs. girls?

## 15. Work and Play

- What range of behaviors are considered 'work' and what 'play'?
- What kinds of work are prestigious and why?
- Why is work valued (e.g., financial gain, group welfare, individual satisfaction, promotion of group cohesiveness, fulfillment or creation of obligation to/from others, position in the community)?
- Are there stereotypes about what a particular group will do? What is the purpose of play (e.g., to practice social roles, skills training, muscle development and coordination)?

## 16. Time and Space

- What beliefs or values are associated with concepts of time?
- How important is 'punctuality'? Speed of performance when taking a test?
- Is control or prescriptive organization of children's time required (e.g., must homework be done before watching TV, is 'bedtime' a scheduled event)?
- Are particular behavioral prescriptions or taboos associated with the seasons (e.g., not singing certain songs in the summertime or a snake will bite, not eating oysters when there is no R in the month)?

- Is there a seasonal organization of work or other activities?
- What is acceptable presence or grouping of individuals (e.g., do children stay with adults and listen or go outside)?
- What is the spacial organization of the home (e.g., areas alloted to children or open to children, appropriate activities in various areas of the home)?
- What geo-spacial concepts, understandings, and beliefs exist in the group or are known to individuals?
- What is the knowledge and significance of cardinal directions (North, South, East, West)? At what age are these concepts acquired?
- What significance is associated with different directions or places (e.g., heaven is up, people are buried facing West)?

**17. Natural Phenomena**

- What beliefs and practices are associated with the sun and moon (including eclipses and phases of the moon), comets, and stars?
- Who or what is responsible for rain, lightning, thunder, earthquakes, droughts, floods, and hurricanes?
- Are particular behavioral prescriptions or taboos associated with natural phenomena? What sanctions are there against individuals violating restrictions or prescriptions?
- What means are there for obviating the negative effects of natural phenomena?
- How and to what extent does the group's beliefs about these phenomena coincide with or depart from 'scientific' theories?
- To what extent are traditional group beliefs still held by individuals within the community?

**18. Pets and Other Animals**

- Which animals are valued, and for what reasons?
- Which animals are considered appropriate as pets? Which are inappropriate, and why?
- Are particular behavioral prescriptions to taboos associated with particular animals?
- Are any animals of religious significance? Of historical importance?
- What attitudes are held toward other individuals or groups which have different beliefs and behaviors with respect to animals?

- Which animals may be kept in the classroom? Which may not, and why?

**19. Art and Music**

- What forms of art and music are most highly valued?
- What media and instruments are traditionally used?
- What conventions are of particular significance? How do artistic conventions differ from those used or taught in school (e.g., the musical scale, two - dimensional representation of distance or depth)?
- Is the creation of art and music limited to specialists, or within the competence of a wide range of individuals in the community?
- What forms of art and music are considered appropriate for children to perform or appreciate?
- Are there any behavioral prescriptions or taboos related to art and music (e.g., can both men and women sing, does cutting faces in pumpkins or other fruits and vegetables violate religious concepts)?
- How and to what extent may approval or disapproval be expressed?

**20. Expectations and Aspirations**

- What defines the concepts of 'disadvantaged' and 'successful'?
- To what extent is it possible or proper for an individual to express future goals (e.g., is it appropriate to ask, 'What do you want to be when you grow up')?
- What beliefs are held regarding 'luck' and 'fate'?
- What significance does adherence to the traditional culture of the group have for the individual's potential achievement (from both the viewpoint of the minority and dominant cultures)?
- What significance does the acquisition of the majority culture and the English language have (from both minority and dominant cultural perceptions)?
- What potential roles are available within the native community which can provide individual fulfillment and satisfaction?
- Do parents expect and desire assimilation of children to the dominant culture as a result of education and the acquisition of English?
- Are the attitudes of community members and individuals the same as or different from those of community spokesmen?

# Comparative Naming Systems

| SEQUENCE | 1 | 2 | 3 | 4 | IF MARRIED (woman) | | WHEN FORMALLY ADDRESSED | |
|---|---|---|---|---|---|---|---|---|
| | Given Name | Middle Name | Father's Family Name | Mother's Family Name | Takes Husband F. Name | Keeps Maiden Name | Use Family Name | Use Given Name |
| ANGLO | 1 | 2 | 3 | Optional | YES | Optional | 3 | NO |
| CHINESE | 3 | 2 | 1 | N/A | NO | YES | 3 | NO |
| KHMER | 3 | 2 | 1 | N/A | NO | YES | NO | YES |
| HISPANIC | 1 | 2 | 3 | 4 | YES | YES | 3 | NO |
| HMONG | 3 / 1 | Honorific | 1 / 3 | N/A | NO | YES | FULL NAME | |
| LAO | 1 | NONE | 3 | N/A | YES | Optional | NO | YES |
| VIETNAMESE | 3 | 2 | 1 | N/A | NO | YES | NO | YES |

A Special Presentation By Khamchong LUANGPRASEUT

## ENGLISH AS A SECOND LANGUAGE RESOURCES

I. Resource Organizations

**Bilingual Education Multifunctional Resource Center-University of Oklahoma**
555 Constitution Street, Suite 208
Norman, Oklahoma 73037-0005
800-522-0772 Ext. 1731, 405-325-1731
Fax: 405-325-1866

**National Clearinghouse for Bilingual Education (NCBE)**
1118 22nd Street, NW
Washington, DC 20037
800-321-NCBE, 202-467-0876

**National Clearinghouse on Literacy Education(NCLE)**
**The Center for Applied Linguistics**
**National Clearinghouse on Literacy Education**
1118 22nd Street, NW
Washington, DC 20037
202-429-9292

**Evaluation Assistance Center-East (EAC)**
**The George Washington University**
1730 North Lynn Street, #401
Arlington, VA 22209
703-528-3588
Fax: 703-528-5973

**Teachers of English to Speakers of Other Languages (TESOL)**
1600 Cameron Street, Suite 300
Alexandria, VA 22314-2751
703-836-0774
Fax: 703-836-7864

**National Association for Bilingual Education (NABE)**
Union Center Plaza
810 First Street, N.E., Third Floor
Washington, DC 20002-4250
202-898-1829
Fax: 202-289-8173

**Office of Bilingual Education and Minority Language Affairs (OBEMLA)**
Switzer Building - Room 5086
330 C Street, S.W.
Washington, DC 20202
202-205-9803

**Desegregation Assistance Center (DAC)**
Kendall One Plaza- Suite 304
8603 South Dixie Highway
Miami, FL 33143
305-669-0114
Fax: 305-669-9809
Contact: Terry Medina

**North Carolina Foreign Language Center**
300 Maiden Lane
Fayeteville, NC 28301
910-483-5022

**Translation Services**
**Carolina Association of Translators and Interpreters**
P.O. Box 482
Cary, NC 27512-0482
919-851-1901

**North Carolina Department of Public Instruction**
301 North Wilmington Street
Raleigh, NC 27601-2825
Contacts: Jane Cowan 919-715-1796
Fran Hoch 919-715-1797
Bernadette Morris 919-715-1798
Jerry Toussaint 919-715-1808

## II. Some Sources of English As A Second Language Materials

Addison-Wesley Publishing Co.
Jacob Way
Reading, MA 01867
800-447-2226

Ballard and Tighe, Inc.
Division of Educational ideas, Inc.
480 Atlas Street
Brea, CA 92621
800-321-IDEA

Barrier and Kennedy
P.O. Box 58273
Raleigh, NC 27658

Bilingual Educational Services, Inc.
2514 S. Grand Avenue
Los Angeles, CA 90007
213-749-6213, 800-448-6032

Carroll Publishing Co.
P.O. Box 1200
Palo Alto, CA 94302
414-0424-1400

Childrens Press
5440 North Cumberland Avenue
Chicago, IL 60656-1494
800-621-1115

Delta Systems Co.
570 Rock Road Drive
Dundee, IL 60118-0987
800-323-8270

DLM
P.O. Box 4000
One DLM Park
Allen, TX 75002
800-527-4747

Dormac, Inc.
P.O. Box 270459
San Diego, CA 92128-0983
800-547-8032

Gessler Publishing Co.
55 West 13th Street
New York, NY 10011
212-627-0099

JACP, Incorporated
Asian American Books
234 Main Street
P.O. Box 1587
San Mateo, CA 94401-1587
800-874-2242

Kraus International Publications
358 Saw Mill River Road
Milwood, NY 10546-1035
1-800-223-8323

Learning Publications, Inc.
Box 1326, Dept. ET
Holmes Beach, FL 33509

Longman Publishing Co.
Addison Wesley/Longman, Inc.
Order Dept.
Route 128
Reading, MA 01861
800-447-2226

Macmillan Publishing Co.
Macmillan/McGraw-Hill Publishing
6510 Jimmy Carter Blvd.
P.O. Box 319
Norcross, GA 30091
800-453-2665

National Dissemination Center
417 Rock Street
Fall River, MA 02720
617-678-5696

National Textbook Co.
4255 W. Touhy Avenue
Lincolnwood, IL 60646-1975
800-323-4900

Newbury House Publishers
A Division of Harper and Collins
10 East 53rd Street
New York, NY 10022
800-828-6000

Oxford University Press
ESL Dept.
200 Madison Avenue
New York, NY 10016
800-451-7556

Regents/Prentice Hall Publishing Co.
113 Sylvan Avenue
Englewood Cliffs, NJ 07632
800-666-0033

Santillana Publishing Co., Inc.
901 West Walnut Street
Compton, CA 90220-5109
800-245-8584

Scott, Foresman & Company
1955 Montreal Rd.
Tucker, GA 30084
414-939-710

Silver Burdett and Ginn
Customer Service Center
4343 Equity Drive
P.O. Box 2649
Columbus, OH 43216
800-848-9500

Wible Language Institute, Inc.
24 South 8th Street
P.O. Box 870
Allentown, PA 18105

## III. Textbooks

*Open Sesame:* ESL Series. Oxford University Press. A series using the Sesame Street characters. For young children K-3

*TLLC, a Multicultural Early Childhood Program*. Activity based cooperative learning experiences. Addison Wesley. 1991.

*KIDS*. Addison Wesley Grades 1-6. Six book series. 1990.

*Reach Out*. MacMillan Publishing Co.Who? What? When? Why? Grades K-6.

*English Is Fun Kit*. Books 1 and 2. Grades K-12. Barrier and Kennedy.

*Side by Side*. Molinsky and Bliss. Prentice Hall Regents. 1991. Four levels. Includes text, workbook, picture cards, teacher's guide.

*Building Bridges: Content and learning strategies for ESL*. Anna Chamot, Michael O'Malley, and Lisa Küpper. Heinle and Heinle Publishers Three-level series designed to prepare secondary ESL students for success in academic areas.

## IV. Teacher Resource Books

Claire, Elizabeth. *ESL Teacher's Activities Kit*. Prentice Hall/Regents, Englewood Cliffs, N.J., 1988,

Claire, Elizabeth, and Haynes, Judie. *Classroom Teacher's ESL Survival Kit*. Prentice Hall/Regents, Englewood Cliffs, N.J., 1994.
ESL fundamentals for mainstream teachers in elementary schools.

*English As a Second Language: Curriculum Resource Handbook*. Kraus International Publications, Millwood, N.Y., 1993.
Practical guide for K-12 ESL programs.

Furnham, Adrian, and Bochner, Stephen. *Culture Shock*. Rutledge, Chapman and Hall, 29 West 35th Street, New York, N.Y. 10001-2299. Tel: 212-244-6412.

*Longman's Dictionary of Contemporary English and Culture*. Uses simplified English.

*Here They Are...What Do We Do?* (CM 109- $5. 00)
*English As a Second Language Curriculum Handbook K-6* (CM112-$2.00)
*English As a Second Language Curriculum Handbook 7-12* (CM113-$3.50)
From NC Department of Public Instruction, call 919-715-1246

Hsu, Francis L.K. *Americans and Chinese*. University of Hawaii Press. Tel: 808-948-8697

Nydell, Margaret Kleffner. *Understanding Arabs: A Guide for Westerners*. Intercultural Press, Yarmouth, Maine, 1987.

Ploumis-Devick, Evelyn and Joseph Follman. *Appreciating Differences: Teaching and Learning in a Culturally Diverse Classroom*. 1993. Serve, P.O. Box 5367, Greensboro, NC 27435.

*The Country Index (Revised Edition)*. Frank Severy Publishing. 3951 Kutcher Drive, Anchorage, Alaska 99516. Tel: 907-345-5217

*Word by Word Picture Dictionary*, Prentice Hall/Regents, Englewood Cliffs, N.J., 1993.

# APPENDIX

Federal Requirements

Definitions

Samples of Home Language Surveys and Translations

List of Languages in North Carolina

Statewide Home Language Survey 1994-95. Status Report

Proficiency Levels and Descriptors

Selected Oral Proficiency Tests in English and Some Native Languages

Selected Achievement Tests in Some Native Languages

Selected Tests for Assessing Some Disorders

Types of Structured Informal Assessments

Public Law 100-297

## FEDERAL REQUIREMENTS

A number of specific federal laws provide equal opportunities to all citizens and forbid discrimination against citizens on account of race, color, or national origin in any Federally-funded activity:

**1. EQUAL EDUCATION OPPORTUNITY ACT (EEOA), 20 U.S.C. 1703 (1988).**
This act states in relevant part that:
No state shall deny equal educational opportunity to an individual on account of his or her race, color, sex, or national origin, by --
(f) the failure by an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs.

**2. TITLE VI of the Civil Rights Act of 1964, 42 U.S.C. 2000d**
This act provides that:
No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

The U.S. Department of Education, Office of Civil Rights (OCR), is responsible for enforcing Title VI and its implementing regulations, Title 34, code of Federal Regulations (C.F.R.), Part 100. OCR has issued three policy memoranda in which OCR advises school districts of their responsibility under Title VI to provide equal educational opportunity to national-origin minority students who are deficient in English language skills. It is OCR's position that where inability to speak and understand the English language excludes such students from effective participation in a district's education program, a district must take affirmative steps to rectify the language deficiency in order to open its instructional programs to these students.

**3. BILINGUAL EDUCATION ACT, 20 U.S.C. 3281-334 as amended in 1988** (part of the Elementary and Secondary Education Act ).
This act provides that states may apply to the Secretary of the U.S. Department of Education for a grant. In order to receive a grant, the state must collect and report data on national origin minority students who are limited English-proficient. Information to be collected includes the following: (1) number of limited English-proficient students; (2) methods used by local units to identify these students; (3) the educational status of LEP students; and (4) the type of programs that are in place or that are planned and implemented to meet the language and academic needs of LEP students.

## DEFINITIONS

**Language Minority Student/ National Origin Minority Student**
A Language Minority or National Origin Minority Student is one who speaks a language other than English as his/her first or native language and may or may not be proficient in English.

**Lau**
"Lau" is not an abbreviation but a Chinese surname. As a result of the Lau v. Nichols Decision (Kinney Kinmon Lau v. Alan H, Nichols, et al ) of January 21, 1974, the name has been used in various terms related to language minority students.

**Lau Remedies**
The term "Lau Remedies" refers to the set of guidelines proposed to assist school systems in fulfilling their obligations as outlines in the Lau v. Nichols Decision of 1974. Even though the Remedies are guidelines rather than public law, they carry the same weight and restrictions due to the Supreme Court decision on which they are based.

**Lau Categories**
The Lau category classification is a five-level system developed by the Office for Civil Rights (OCR) as a result of the Lau v. Nichols Decision in 1974. Students are placed in one of the following categories on the basis of linguistic function and ability.

| | | |
|---|---|---|
| **Lau Category** | **A** | Monolingual speaker of the language other than English(speaks the language other than English exclusively) |
| | **B** | Predominantly speaks the language other English (speaks mostly the language other than English, but speaks some English) |
| | **C** | Bilingual (speaks both the language other than English and English with equal or near equal ease) |
| | **D** | Predominantly speaks English (speaks mostly English, but some of the language other than English) |
| | **E** | Monolingual speaker of English (speaks English exclusively) |

Category A and B students should be served by an ESL/Bilingual Program. Category C students who are working below grade level or are working below their potential also qualify for ESL services.

These definitions include students with a wide range of education needs with respect to learning English as a second language For example, consider the following types of students, all of whom are in North Carolina schools:

- Children of highly-educated immigrants, who have had formal training

- United States-born children who primary language is other than English and who have limited formal training in the English language

- Children of recent immigrants/refugees who speak no English and and who had no formal education, or who have not had any formal training in a written language

- Children of migrant parents who have had limited schooling due to frequent interruptions

- Children of illegal aliens who have had very limited schooling and cannot request assistance

**Limited English Proficiency (LEP)**

The Bilingual Education Act, reauthorized in 1988 (P.L. 100-297) describes a limited English proficient (LEP) student as one who:

(a) meets one or more of the following conditions:

(i) the student was born outside of the United States or whose native language is not English;

(ii) the student comes from an environment where a language other than English is dominant; or

(iii) the student is American Indian or Alaskan Native and comes from an environment where a language other than English has had a significant impact on his/her level of English language proficiency; and

(b) has sufficient difficulty speaking, reading, writing, or understanding the English language to deny him or her the opportunity to learn successfully in English-only classrooms.

For the North Carolina Public Schools, Limited English Proficiency (LEP) student refers to any student whose primary language is other than English and who is insufficiently proficient in the English language to receive instruction exclusively from regular educational programs and function on an academic par with his/her peers.

**Unidentified Language Minority Student**

An unidentified language minority student is a student who may speak English well in day-to-day situations, but may not be proficient in reading or writing English. He or she may have been in English-dominant classrooms for years as a less-than-successful learner. The student has not been identified as having limited English proficiency since he/she may understand and speak "survival" English fairly well, but not "academic" English. This student probably uses a language other than English when not in school. Deficiencies may be more apparent in reading and writing skills than in listening and speaking.

**Immigration and Naturalization Terminology**

**Refugees**

The term *refugees* is used by the Department of Immigration and Naturalization Services (INS) to classify people who had to flee their home country because of religious or political persecution; they are awarded all right of citizenship (Plyler v. Doe)

**Immigrants**
The term *immigrants* is used by INS to classify people who have moved to the United States with the intention of residing permanently and possibly obtaining citizenship status

**Non-Immigrants**
The term *non-immigrants* is used by the INS to classify people who have come to the United States to reside temporarily; the non-immigrant classification they receive is based on the purpose of their stay. Students within this classification may include foreign exchange visitors (exchange program students, students who apply to attend school here rather than in their country of residence, child of adult students enrolled in local colleges or technical institutes, children of parents here on business, or children of parents who are visiting the United States for an extended stay.

**Illegal Aliens**
*Illegal aliens* are people who arrive in the United States without going through the proper INS channels for admission; school systems are required to serve the children regardless of their legal status It is the view of the court system that the children in this situation should not be punished for the actions of their parents It is the role of the schools to educate children within their districts, not to serve as an arm of the Immigration and Naturalization Service.

## HOME (PRIMARY) LANGUAGE SURVEY

To the ADMINISTRATOR: This survey is to be administered **once** to every student enrolled in your local unit, beginning September, 1994. The answer to each question should come from the list of languages which follows. If the answer to any one of the questions asked is a language other than English, the student will need to be reported on the Home Language Survey Summary and will need to be assessed further for appropriate placement and English language assistance. It is recommended that a copy of the Home Language Survey be placed with the student's permanent record. Home (Primary) Language Surveys in Vietnamese and Laotian are contained in Here They Are...What Do We Do?, which was previously distributed to each superintendent and is currently available from NCDPI Communication Services. If a student and teacher cannot complete this form, additional assistance may be needed from a translator.

DATE_____

STUDENT _____
(Family Name) (First Name) (Middle Initial)

GRADE_____ GENDER_____

SCHOOL_____

HOMEROOM
TEACHER_____

1. What is the first language you learned to speak?_____

2. What language do you speak most often?_____

3. What language is most often spoken in your home?_____

4. Besides languages studied in school, do you speak any language other than English?
_____ No _____Yes If Yes, list the language(s)_____

_____ _____ _____ _____

SPANISH HOME (PRIMARY) LANGUAGE SURVEY

EVALUACION DEL ESTUDIANTE EN SU IDIOMA SEGUNDARIO

FECHA_____

NOMBRE DEL ESTUDIANTE_____
(Apellido) (Primer Nombre) (Segundo Nombre)

GRADO_____ GÉNERO_____

ESCUELA_____

MAESTRO(A) OFICIAL_____

1. ¿Cuál fué el primer idioma que Vd. [su hijo(a)] aprendió a hablar? _____

2. ¿Qué idioma habla Vd.. [su hijo(a)] más frecuentemente?_____

3. ¿Qué idioma habla Vd. [su hijo(a)] en casa?_____

4.. ¿Habla Vd. [su hijo(a)] otro idioma además del inglés?
_____No _____Sí Si así es, ¿Cuáles son?_____
_____ _____ _____ _____

*Date:* _____ *School:* _____

*Teacher:* _____

## *HOME LANGUAGE SURVEY*

**The CATAWBA COUNTY SCHOOLS requires schools to determine the language(s) spoken at home by each student. This information is essential in order for schools to provide meaningful instruction for all students.**

**Your cooperation in helping us meet this important requirement is requested. Please answer the following questions and have your son/daughter return this form to his/her teacher. Thank you for your help.**

*Name of student:* _____ *Grade:* _____ *Age:* _____
*Last* *First* *Middle*

1. **Which language did your son or daughter learn when he or she first began to talk?** _____
2. **What language does your son or daughter most frequently use at home?** _____
3. **What language do you use most frequently to speak to your son or daughter?** _____
4. **Name the language most often spoken *by the adults* at home:** _____

**CATAWBA COUNTY SCHOOLS**
**PO BOX 1000**
**NEWTON, NORTH CAROLINA**

_____
*Signature of parent or guardian*

KOREAN

학교 (School) _____

날짜 (Date) _____

교사 (Teacher) _____

# 가정 언어 실태 조사서

CATAWBA COUNTY SCHOOLS

캘리포니아 교육법에 의하여 각 학생들이 가정에서 사용하는 언어 실태를 파악하고저 합니다. 이 정보는 본질적으로 학생들을 위해 보다 나은 교육을 하기 위한 것입니다.

아래의 몇 가지 질문서에 답하셔서, 자녀들 편에 학교 담임 선생님께 보내 주시면 감사 하겠읍니다. 협조해 주셔서 감사 합니다.

89

학생이름 : _____ _____ _____ _____ _____
Last First Middle 학년 (Grade) 나이 (Age)

1. 당신의 자녀가 처음 배운 언어는 무엇 입니까? _____
2. 귀 자녀가 가정에서 주로 쓰는 언어는 무엇 입니까? _____
3. 귀하가 자녀와 대화할 때 어떤 언어를 주로 합니까? _____
4. 가정에서 어른들끼리 주로 사용하는 언어는 무엇 입니까? _____

CATAWBA COUNTY SCHOOLS
PO BOX 1000
NEWTON, NORTH CAROLINA 28658

_____
Signature of parent or guardian

日期 _____ CHINESE 學校 _____

# 家庭語言調查表

CATAWBA COUNTY SCHOOLS 教師 _____

加省教育法例規定本省各學校必須調查各學生在家庭中所用的是何種語言. 此項調查非常重要. 因為校方需根據此調查為各學生計劃有意義的教育. 請各位家長衷心合作完成此項調查. 特此致謝各位的協助.

請回答下列各項問題. 併將此調查表由貴子女轉交教師.

學生中文姓名：姓 _____ 名 _____ 年級 _____

英文姓名：姓 _____ 名 _____ 年齡 _____

1. 貴子女初學話時是學何種語言或方言？ _____
2. 現在貴子女在家中最常用何種語言或方言？ _____
3. 貴家長最常用何種語言或方言和子女交談？ _____
4. 家中成人之間常用幾種語言或方言. 請依照應用多少的次序排列：

一. _____

二. _____

三. _____

家長或監護人 中文簽名 _____

英文簽名 _____

GAGANA PERETANIA

_____ Aso

_____ Aoga

_____ Falaoga

GAGANA SU'ESU'EINA I LE AIGA

**CATAWBA COUNTY SCHOOLS**

Ua fa'atonuina e le ofisa o lo'o faia tulafono po'o feso'otaiga tau a'oa'oga a Kalefonia la aoga uma ina ia su'esu'eina le gagana (po'o gagana) o lo'o tautalagia e tamaiti ta'ito'atasi. E taua le iloaina ina ia mafai ai e aoga uma ona tu'uina atu ni fa'atonuga talafeagai e malamalama ai tamaiti.

O le tou lagolago mai o le a avea lea ma fesoasoani la tei matou e tusa ai ma lenei fa'atonuga ua tu'uina mai. Fa'amolemole talli fesili ma la tu'uina atu i lou alo e tee fa'afoi i lona faiaoga lenei pepa.

Igoa o le tamaititi: _____ _____ _____
Fa'ai'u Igoa Muamua Isi Igoa Vasega Tausaga

1. O fea le gagana na a'oa'oina e lou alo i lona fa'atoa iloa tautala? _____

2. O fea le gagana e fa'aoga so'o e lou alo i le fale? _____

3. O le a le gagana e te fa'aogaina so'o e te talanoa ai i lou alo? _____

4. Ta'u mai le gagana e tele ina fa'aoga e tagata matutua o le aiga. _____

_____
(Sainiga a Matua po'o le o Va'aia)

CATAWBA COUNTY SCHOOLS
PO BOX 1000
NEWTON, NORTH CAROLINA 28658

FA'APERETANIA

Samoan





BEST COPY AVAILABLE

LAOTIAN

ວັນທີ _____ ໃບສຳຣວດພາສາຂອງນັກຮຽນ ຈົ່ງຂອງໂຮງຮຽນ _____

ຈົ່ງຂອງຊຸ _____

**CATAWBA COUNTY SCHOOLS**

ຕາມກົດການສຶກສາຂອງຣັດຕາຄິນີ ທຸກໆໂຮງຮຽນຕ້ອງໄດ້ສຳຣວດພາສາເວົ້າໃນຄອບຄົວຂອງນັກຮຽນ. ການສຳຣວດເນ້ົ້ກ່ເພື່ອຕ່ວງໂຮງຮຽນຈະໄດ້ໃຫ້ການສຶກສາທີ່ເຫມາະສົມແກ່ນັກຮຽນໃຫ້ດ່ີ ຣ ຫຶ່ງຂຶ້ນ.

ດ້ວຍຄວາມຮ່ວມມືຂອງຕ່ານການສຳຣວດຄັ້ງສຳຄັນນ້ີ ຈຶ່ງຈະສົມບຸນແລະຖືກຕ້ອງ. ດັ່ງນ້ັນ ຈຶ່ງຂໍໃຫ້ຕ່ານຕອບຄຳຖາມຂ້າງລຸ່ມນ້ີໃຫ້ລະອຽດແລ້ວມອບໃຫ້ລູກຂອງຕ່ານນຳໄປສົ່ງຄືນໃຫ້ນາຍຊຸປະຈຳເຈ້ົ້ນຂອງຣຶກ.

ຂໍຂອບໃຈນຳຕ່ານຈຶ່ງໃຫ້ຄວາມຮ່ວມມືໃນຄັ້ງນ້ີ:

ຊ່ື ແລະນາມສະກຸນຂອງຣຶກ _____ ຈົ້ນຮຽນ _____ ອາຍຸ _____ ປ
ນາມ ສະກຸນ ຊ່ື ຊ່ືກາງ

1/- ລູກຂອງຕ່ານຮຽນປາກພາສາໃດກ່ອນ? _____

2/- ປັດຈຸບັນນ້ີພາສາໃດເປັນພາສາທ່ີລູກຂອງຕ່ານໃຊ້ເປັນປະຈຳໃນຄອບຄົວ? _____

3/- ພາສາໃດເປັນພາສາທ່ີຕ່ານໃຊ້ເວົ້າກັບລູກຂອງຕ່ານປະຈຳວັນ ? _____

4/- ຂໍໃຫ້ຕ່ານບ່ິງບອກພາສາທ່ີ<u>ຜູ້ໃຫຍ່</u>ນັກເວົ້າກັບປະຈຳວັນໃນຄອບຄົວ:

☐ ພາສາລາວ ( Lao )

☐ ພາສາເມ້ົ ( Hmong )

ພາສາອ່ືນໆ ☐ _____ Other
Please specify

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ລາຍເຊ້ັນຂອງພ່ໍແມ່ຫ ວ ຜູ້ປົກຄອງ _____

79

JAPANESE

日 時

学 校

先 生

# 御家庭のことばの調査

**CATAWBA COUNTY SCHOOLS**

この調査の目的は、加省教育法により、各御家庭でどういう言葉を話されているかを調べるためです。そしてこの調査は、学校が、すべての生徒に、より良い教育をするために、必要なものであります。

御多忙中、この調査に御協力くださり感謝致します。

下記の質問に答えられた後、御子様に学校の先生まで届けさせて下さい。

生徒の名前
日本語の名前 _____ 学年、 年_____ 英語の名前 _____

(1) 最初に御子様が話されたのは、日本語ですか、英語ですか、それともその他の言語ですか？ _____

(2) 御家庭で一番良く使われているのは日本語ですか、英語ですか、それともその他の言語ですか？ _____

(3) あなたが御子様と話されるのは、日本語ですか、英語ですか、それともその他の言語ですか？ _____

(4) 御家庭で大人の方々が話されるのは、日本語ですか、英語ですか、それともその他の言語ですか？
多く話される言語の順に列挙して下さい。

(1) _____
(2) _____
(3) _____

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_____
御父兄のサイン



BEST COPY AVAILABLE

PORTUGUESE

Data _____ Escola _____

Professor(a) _____

INQUERITO DA LINGUA FALADA EM CASA

**CATAWBA COUNTY SCHOOLS** exige que as escolas determinem a língua ou línguas faladas em casa por cada estudante. Esta informação é essencial para que as escolas possam prover una instrução adequada a todos os estudantes.

Pedimos a vossa cooperção e ajuda nesta investigação importante. Por favor respondem as seguintes preguntas e mandem ao professor pelo o vosso filho ou filha, esta forma preenchida. Obrigado pela vossa ajuda.

Nome do estudante _____ (Ultimo) _____ (Primeiro) _____ (do Meio) _____ Classe (Grau) _____ Idade

1. Qual foi a primeira língua que o seu filho aprendeu a falar? _____

2. Que língua o seu filho ou filha usa com mas frequencia em casa? _____

3. Qual é a lingua que os pais usam mas frequentemente quando falam com o seu filho ou filha? _____

4. Que línguas são mais usadas pelas pessoas adultas na sua casa? Em ordem: a. _____

b. _____

c. _____

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_____
Assinatura de pai, mãe, ou responsavel

VIETNAMESE

Ngày _____

Trường _____

Giáo sư _____

BẢN THĂM DÒ VỀ NGÔN NGỮ NÓI TRONG GIA ĐÌNH

CATAWBA COUNTY SCHOOLS đòi hỏi các trường phải xác định những ngôn ngữ được dùng trong gia đình của mỗi học sinh. Dữ kiện này rất cần thiết để nhà trường có thể cung ứng một nền giáo dục phù hợp với nhu cầu của học sinh.

Sự cộng tác của Ông Bà rất cần thiết để giúp nhà trường thực hiện sự đòi hỏi quan trọng này. Xin Ông Bà vui lòng trả lời các câu hỏi dưới đây và giao cho con em Ông Bà đem bản thăm dò này đến trường trao lại cho giáo sư của em. Xin cảm ơn ông bà.

Tên học sinh: _____ _____ _____
Họ Tên Chữ lót (đệm) Lớp Tuổi

1.- Khi bắt đầu tập nói, con Ông Bà đã học ngôn ngữ nào trước tiên? _____

2.- Ở trong gia đình, ngôn ngữ nào được con Ông Bà nói nhiều nhất? _____

3.- Ông Bà dùng ngôn ngữ nào khi nói chuyện với con? _____

4.- Kê khai các ngôn ngữ theo thứ tự thông dụng do các người lớn dùng để nói chuyện trong gia đình. _____

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Chữ ký của Phụ huynh hay Giám hộ

CAMBODIAN

ថ្ងៃ ខែ ឆ្នាំ

CATAWBA COUNTY SCHOOLS

សាលា

សាខាគ្រូ

## ការសុំដំណឹងសារព្រមព្រៀងទៅវិញ

ចាប់ពីថ្ងៃទី សិក្ខាជិការ នៃថ្នាក់ សាលាបាននិយាយ ថ្លែងប្រាប់ដោយសាលាថាទិន្នន័យបញ្ជាន នូវសារៈសំខាន់ស្តីពី ម្ចាស់ ដើម្បីបង្ហាញ ដូចខាងក្រោម ទៅកាន់ បង្រៀន ប្រគល់ដោយ សង្ឃឹម នូវសិស្សទាន ។

សមាជិកគ្រួសារ របស់លោកអ្នក គួនការដួយលើនដើម្បីបំពេញនូវសេចក្តីសំខាន់ទាន់នេះ ត្រូវបានផ្តល់ ដោយផ្ទាល់ ។ សូមលត្តដើម្បីនិងសំនួរទាក់ទងនេះ ហើយដោយគួនប្រុសគួនស្រី របស់លោកអ្នក យកត្រឡប់មក នេះ ទាន់ដូនលោកគ្រូ ដើម្បីត្រឡប់ របស់វាទីញ ។ សូមអរគុណចំពោះ ការដួយ រួមគ្នារបស់ អស់លោកអ្នក ។

ឈ្មោះរបស់ សិស្ស : _____ _____ _____

នាមត្រកូល នាម នាមកណ្តាល ថ្ងៃខែ អាយុ

១. តាមអ្វីដែលគួនប្រុសនិងគួនស្រី របស់លោកអ្នក ឲ្យដឹង តាមវាចាប់ផ្តើមនិយាយដាលើតទី១? _____

២. តាមអ្វីដែលគួនប្រុសនិង គួនស្រី របស់លោកអ្នក ចាប់ត្រាស់ចាំតាមួយ ដាលតេដែរ? _____

៣. តាមវាអ្វីដែល លោកអ្នកនិយាយ ចាំតាមាប់ដាលតេ ចាំតាន់គួនប្រុសនិងគួនស្រី របស់លោកអ្នក ? _____

៤. តួមតែបានវា តាមវាដែល នឹយាយ ចាំតាមាប់ ដោយ មនុស្សចាស់ ដែរ? _____

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ហត្ថលេខាឪពុកម្តាយ ឬអ្នកមានអាណាព្យាបាល

## LANGUAGES CURRENTLY REPRESENTED IN NORTH CAROLINA

Aarmenian
Afghani
Afrikaans
African/Tribal
Akan
Albanian/Shquip
American Indian
Amharic
Arabic
Armenian/Hayeren
Bana
Bashkir
Bassa
Bengali/Bangla
Bisayan
Bosnian
Bulgarian
Burmese
Cambodian
Cantonese/Chinese
Cebuana
Charia
Chemir
Cherokee
Creole
Croatian/Hrvatski
Czech
Danish
Degas
Dutch
Edo
Egyptian
English
Estonian
Ethiopian
Farsi
Filipino
Finnish
Flemish
French
Ga
Gaelic/Scots
German
Ghana
Greek
Guarani
Gujurati
Guyanan
Haitian
Hebrew
Hmong
Hindi
Housa
Hungarian
Ibo
Icelantic
Ikwerre
Ilocano
Indian/India
Indonesian
Iranian
Italian
Jamaican
Japanese
Jarai
Jasa
Javanese/Bahasa Jawa
Kamut
Kannada
Kazakh
Khmer
Koho
Korean
Krio
Kru
Kujarati
Laotian
Latvian/Lettish
Lau
Lebanese
Liberian
Lingala
Lithuanian
Macedonian
Maliceet
Malaysian
Maltese
Mandarin/Chinese
Mandigo
Mende
Moldavian
Mongolian
Montagnard
Nepali
Nicaraguan
Nigerian
Norwegian
Ojibway
Oromo
Oriya
Oteme
Pampanga
Pakistani
Patwa
Pele
Persian
Phillippino
Polish
Portuguese
Punjabi
Pushto
Rade
Rahnar
Romanian
Russian
Samoan
Sanskrit
Serbo-Croatian
Servian/Srpski
Sindhi
Singhalese
Slovak
Somali
Sowrashtra
Spanish
Swahili
Swedish
Tagalog
Taiwanese
Tamil
Telagu
Tetela
T'gali
Thai
Tigrinya
Tonga
Turkish
Twi
Ukranian
Urdu
Urhobo
Vietnamese
Wolog
Xhosa
Yoruba
Zulu

## Statewide Home Language Survey
## 1994-95

| | | | |
|---|---|---|---|
| Number and percent of LEAs reporting: | 115/119 | | 96.6% |
| Number of language minority or national origin minority students reported: | | | 20,532 |
| Number of languages reported: | | | 163 |
| Number of languages represented by more than 50 students each: | | | 29 |
| More than 10,000 students (One): | | Spanish | 11,141 |
| More than 1,000 students each (Two): | | Vietnamese | 1,286 |
| | | Hmong | 1,200 |
| More than 600 students each (Two): | | Laotian | 663 |
| | | Korean | 626 |
| More than 300 students each (Six): | | German | 403 |
| | | Arabic | 365 |
| | | French | 370 |
| | | Japanese | 370 |
| | | Gujurati | 346 |
| | | Cantonese | 339 |
| More than 200 students each (Three): | | Khmer | 283 |
| | | Greek | 254 |
| | | Chinese | 227 |
| More than 100 students each (Eight): | | Rahnar | 169 |
| | | Russian | 169 |
| | | Polish | 150 |
| | | Cambodian | 142 |
| | | Tagalog | 126 |
| | | Urdu | 119 |
| | | Portuguese | 111 |
| | | Hindi | 102 |
| More than 50 students each (Seven): | | Indian (India) | 94 |
| | | Degas | 85 |
| | | Italian | 71 |
| | | Farsi | 63 |
| | | Thai | 61 |
| | | Chemir | 53 |
| | | Hebrew | 554 |
| Number of languages represented by fewer than 50 students each: | | | 134 |

Number of LEA's reporting over 100 students each on the Home Language Survey: 44

Major Concentrations: Entire Piedmont and Burke, Catawba, Onslow, Wilson

# English Proficiency Level Descriptions

| ENGLISH PROFICIENCY LEVELS | NOVICE LOW | NOVICE HIGH | INTERMEDIATE LOW |
|---|---|---|---|
| LISTENING | No functional ability in understanding spoken English | Understands simple questions and statements on familiar topics if spoken very slowly and distinctly; often requires restatement in graphic terms. | Understands most questions, statements, and conversations on familiar topics spoken distinctly at normal speed; requires occasional restatement. |
| SPEAKING | No functional ability in speaking English | Able to satisfy routine daily speaking needs. Can ask and answer questions on very familiar topics. Speaking vocabulary is inadequate to express anything but the most elementary needs. Should be able to follow simple classroom directions. | Can handle with confidence but not facility most daily speaking situations. Can handle limited scholastic language requirements; will need help for most tasks. Limited vocabulary often reduces the student to verbal groping or momentary silence. |
| WRITING | No functional ability in writing English | Able to copy isolated words or short phases. Can write simple, memorized material with frequent misspellings and inaccuracies. | Sufficient control of writing system to meet some survival needs. Able to compose short paragraphs or take simple notes on very familiar topics grounded in personal experience. Evidence of good control of basic construction and inflections such as subject/verb agreement; and straightforward syntatic constructions in present, past and future time though errors occasionally occur. |
| READING | No functional ability in reading English | Reads and understands simple narrative and descriptive text. Vocabulary for comprehension is limited to simple elementary needs such as names, addresses, dates, short informative signs (ex. street signs, no smoking, exit) Material understood rarely exceeds a single phrase and comprehension requires rereading and checking. Can recognize all letters in the alphabet. Detail is overlooked or misunderstood. | Sufficient comprehension to understand simple material. Can read messages, greetings, popular advertising, letters and invitations. Can guess at unfamiliar vocabulary if highly contextualized. Understands short discourse on familiar topics. Misinterpretation still occurs with more complex material. May have to read material several times. |

# English Proficiency Level Descriptions (cont.)

| INTERMEDIATE HIGH | ADVANCED | SUPERIOR |
|---|---|---|
| Understands most informal questions, statements, and conversation at normal speed; comprehends lectures on familiar subjects with some difficulty. | Understands most conversations and most lectures on familiar subjects at normal speed. | Understands academic, topical conversation and most lectures with no difficulty. |
| Participates effectively, sometimes hesitatingly, in social and academic conversations; makes occasional errors in idiom and structure, often obscuring meaning. | Able to to speak the language in most situations. Comprehension is quite complete for a normal rate of speech. Makes occasional errors in idiom and structure obscuring meaning. | Able to use the language fluently on all levels normal to school related needs. Can understand and participate in almost any conversation within the range of experience with a high degree of fluency. |
| Sufficient control of writing system to meet most survival needs. Can take notes in some detail on familiar topics, and respond to personal questions using elementary vocabulary and common structures. Can express fairly accurately present and future time. Can produce some past verb forms, but not always accurately or with correct usage. | Can write simple social correspondence, take notes, write summaries, and describe with factual topics. Still makes common errors in spelling and punctuation, but shows some control of the most common conventions. Able to join sentences in limited discourse, but has difficulty in producing complex sentences. Paragraphs are reasonably unified and coherent. | Able to use the written language effectively in most exchanges. Can write short papers and express statements of position, points of view and arguments. Good control of structure, spelling and vocabulary. Can use complex and compound sentence structures to express ideas clearly and coherently. Still has problem tailoring writing to a variety of audiences and styles. |
| Able to read simple printed material within a familiar context. Can read uncomplicated prose on familiar subjects in frequently used sentence patterns. Some misunderstandings. Able to read the facts but cannot draw inferences. | Sufficient comprehension to understand most factual information in non-technical prose as well as some discussions on concrete topics related to special interests. Able to read for information and description, to follow sequence of events, and to react to that information. Is able to separate main ideas from lesser ones and uses that division to advance understanding. Can locate and interpret main ideas and details in material written for the general public. | Able to read standard newspaper items addressed to the general reader, routine correspondence reports and technical material in a field of interest at a normal rate of speed. Can gain new knowledge from material on unfamiliar topics in areas of a general nature. Can interpret hypotheses, supported opinions and conjectures. Able to "read between the lines". May be unable to appreciate nuance or style. |

## SELECTED ORAL LANGUAGE PROFICIENCY TESTS: IN ENGLISH AND SOME NATIVE LANGUAGES

**TEST:** Language Assessment Scales (LAS-O) I & II
Grade Level: K-5 (I)
6-12 (II)

Description: Listening competencies, phoneme discrimination and production. Story retelling, minimal pairs, picture indentification, word repetition, oral questions, and answers.

Languages: English and Spanish

Administration: Individual
Method/Time: Short: 10 minutes
Long: 20 minutes

Publisher/ Distributor: CTB/McGraw Hill
2500 Garden Road
Monterey, CA 93940
800-538-9547
408-649-8400

**TEST:** Pre-LAS
Grade Level: Pre-K (4-6 years)

Description: Expressive and receptive abilities in oral language. Three components measure ability in morphology, syntax, and semantics.

Languages: English and Spanish

Administration: Individual
Method/Time: 15 minutes

Publisher/ Distributor: CTB/McGraw Hill
2500 Garden Road
Monterey, CA 93940
800-538-9547
408-649-8400

**TEST:** Language Assessment Scales - Reading/Writing (LAS-R/W)
Grade Level: Grades 2-3
Grades 4-6
Grades 7-9+

Languages: English

Administration: Group
Method/Time: 2 one-hour sessions

| | |
|---|---|
| Publisher/<br>Distributor: | CTB/McGraw Hill<br>2500 Garden Road<br>Monterey, CA 93940<br>800-538-9547<br>408-649-8400 |
| **TEST:** | Basic Inventory of Natural Language (BINL) |
| Grade Level: | Grades K-6 (I)<br>Grades 7-12 (II) |
| Description: | Oral language/natural speech patterns. Profiles student's language fluency, complexity, and average sentence length using oral responses to picture clues. |
| Languages: | English and Others |
| Administration:<br>Method/Time: | Individual<br>10 minutes |
| Publisher/<br>Distributor: | CTB/McGraw Hill<br>2500 Garden Road<br>Monterey, CA 93940<br>800-538-9547<br>408-649-8400 |
| **TEST:** | Bilingual Syntax Measure (BSM I/II) |
| Grade Level: | Grades K-2 (I)<br>Grades 3-12 (II) |
| Description: | Vocabulary, syntax and oral expression using oral response to questions on specific pictures. |
| Languages: | English, Spanish |
| Administration:<br>Method/Time: | Individual<br>15 minutes |
| Publisher/<br>Distributor: | The Psychological Corporation<br>555 Academic Court<br>San Antonio, TX 78204-2498<br>800-228-0752<br>512-299-1061 |
| **TEST:** | Idea Oral Language Proficiency Tests (IPT I&II) |
| Grade Level: | Grades K-6 (I)<br>Grades 7-12 (II) |
| Description: | Listening and speaking. Oral responses to questions and story retelling. Series of questions organized by level and proficiency. |

Languages: English and Spanish

Administration: Individual
Method/Time: 15 minutes

Publisher/ Distributor: Ballard & Tighe, Inc.
480 Atlas Street
Brea, CA 92621
714-990-4332
800-321-4332

**TEST:** Pre-IPT
Grade Level: Pre-K-K
Grades 3-5

Description: Oral expression, using correct syntax, comprehension and vocabulary. Picture identification and other pictorial stimuli.

Languages: English and Spanish

Administration: Individual
Method/Time: Untimed

Publisher/ Distributor: Ballard & Tighe, Inc.
480 Atlas Street
Brea, CA 92621
714-990-4332
800-321-4332

**TEST:** Language Assessment Battery (LAB)
Grade Level: Grades K-2
Grades 3-5
Grades 6-8
Grades 9-12

Description: Listening, speaking, reading, and writing skills. Spoken responses to oral questions, aural cloze, picture identification, modified cloze, multiple choice format for language usage.

Languages: English and Spanish

Administration: Individual and group
Method/Time: Short: 8-22 minutes
Long: 28-68 minutes

Publisher/ Distributor: Ballard & Tighe, Inc.
480 Atlas Street
Brea, CA 92621
714-990-4332
800-321-4332

## SELECTED ACHIEVEMENT TESTS IN NATIVE LANGUAGE(S)

**TEST:** Brigance: Comprehensive Inventory of Basic Skills
Grade Level: Yellow: birth-7 years
White: K-1 Screening
Orange: K-8 Assessment of Basic Skills - Spanish
Green: K-9 Comprehensive Inventory of Basic Skills
Blue: K-6 Inventory of Basic Skills
Red: 4 -12 Inventory of Essential Skills

Languages: Spanish

Publisher/ Distributor: Curriculum Associates, Inc.
5 Esquire Road
North Billerica, MA 01862-2589

**TEST:** Basic Elementary Skills Test (BEST)

Languages: Many (Vietnamese, Spanish, Arabic, Chinese, Cambodian, Farsi, etc.)

Publisher/ Distributor: Omark, Watson and Gamez-Huebner
Los Amigos Research Associates
7035 Galewood
San Diego, CA 92120

**TEST:** Bateria Woodcock Psico Educativa en Español

Description: Spanish version fo the Woodcock achievement test battery used in educational evaluations e.g., for testing children with special needs.

Languages: Spanish

Publisher/ Distributor: DLM Teaching Resources
One DLM Park
Allen, TX 75002

## SELECTED TESTS FOR ASSESSING SOME DISORDERS

**TEST:** Test of Auditory Perceptual Skills by Morrison F. Gardner

Description: Assesses for language disorders, also useful for assessing a child's skills' levels.

Language: Spanish

Publisher/ Distributor: Psychological and Educational Publications, Inc.
1477 Rollins Road
Burlingame, CA 94010-2316

| | |
|---|---|
| **TEST:** | Spanish Language Assessment Procedures<br>A Communication Skills Inventory by Larry J. Mattes |
| Description: | Assesses for language disorders, also useful for assessing a child's skills' levels |
| Language: | Spanish |
| Publisher/ Distributor | Academic Communications Associates<br>P.O. Box 6249<br>Oceanside, CA 92056 |

## Types of structured informal assessments

### Checklists

Checklists specify student behaviors or products expected during progression through the curriculum. The items on the checklist may be content area objectives. A checklist is considered to be a type of observational technique. Because observers check only the presence or absence of the behavior or product, checklists generally are reliable and relatively easy to use. Used over time, checklists can document students' rate and degree of accomplishment within the curriculum.

### Cloze Tests

Cloze tests are composed of text from which words have been deleted randomly. Students fill in the blanks based on their comprehension of the context of the passage. The procedure is intended to provide a measure of reading comprehension.

### Criterion-referenced Tests

Criterion-referenced tests are sometimes included as a type of informal assessment. This type of test is tied directly to instructional objectives, measures progress through the curriculum and can be used for specific instructional planning. In order for the test to reflect a particular curriculum, criterion-referenced tests often are developed locally by teachers or a school district. Student performance is evaluated relative to mastery of the objectives, with a minimum performance level being used to define mastery.

### Rating Scales

This is an assessment technique often associated with observation of student work or behaviors. Rather than recording the "presence" or "absence" of a behavior or skill, the observer subjectively rates each item according to some dimension of interest. For example, students might be rated on how proficient they are on different elements of an oral presentation to the class. Each element may be rated on a 1 to 5 scale, with 5 representing the highest level of proficiency.

### Questionnaires

A questionnaire is a self-report assessment device on which students can provide information about areas of interest to the teacher. Questionnaire items can be written in a variety of formats and may be forced-choice (response alternatives are provided) or open-ended (students answer questions in their own words). Questionnaires designed to provide alternative assessments of achievement or language proficiency may ask students to report how well they believe they are performing in a particular subject or to indicate areas in which they would like more help from the teacher. One type of questionnaire (which assumes that the student can read in the native language) requests that students check off in the first language the kinds of things they can do in English. For a questionnaire to provide accurate information, students must be able to read the items, have the information to respond to the items, and have the writing skills to respond.

### Miscue Analysis

An informal assessment of strategies used by students when reading aloud or retelling a story. Typically, students read a grade-level passage (e.g., 250 words) while a judge follows along with a duplicate copy of the passage. The student may be tape recorded. Each time an error occurs, the judge circles the word or phrase. A description of the actual error can be taken from the tape after the session and analyzed for errors in pronunciation, sentence structure, vocabulary, use of syntax, etc. (see Goodman 1973).

### Structured Interviews

Structured interviews are essentially oral interview questionnaires. Used as an alternative assessment of achievement or language proficiency, the interview could be conducted with a student or a group of students to obtain information of interest to a teacher. As with written questionnaires, interview questions could be forced-choice or open ended. Because the information exchange is entirely oral, it is important to keep interview questions (including response alternatives for forced choice items) as simple and to-the-point as possible.

Adapted from Navarrete, C., Wilde, J., Nelson, C., Martinez, R., Hargett, G. Informal Assessment in Educational Evaluation: Implications for Bilingual Education Programs. NCBE #3 Summer 1990.

## Types of unstructured assessment techniques

### Writing Samples

When students write anything on specific topics, their products can be scored by using one of the techniques described in Table 3. Other creative writing samples that can be used to assess student progress include newspapers, newsletters, collages, graffiti walls, scripts for a play, and language experience stories.

### Homework

Any written work students do alone, either in class or in the home, can be gathered and used to assess student progress. With teacher guidance, students can participate in diagnosing and remediating their own errors. In addition, students' interests, abilities, and efforts can be monitored across time.

### Logs or journals

An individual method of writing. Teachers can review on a daily, weekly, or quarterly basis to determine how students are perceiving their learning processes as well as shaping their ideas and strengths for more formal writing which occurs in other activities.

### Games

Games can provide students with a challenging method for increasing their skills in various areas such as math, spelling, naming categories of objects/people, and so on.

### Debates

Students' oral work can be evaluated informally in debates by assessing their oral presentation skills in terms of their ability to understand concepts and present them to others in an orderly fashion.

### Brainstorming

This technique can be used successfully with all ages of children to determine what may already be known about a particular topic. Students often feel free to participate because there is no criticism or judgment.

### Story retelling

This technique can be used in either oral or written formats. It provides information on a wide range of language-based abilities. Recall is part of retelling, but teachers can use it to determine whether children understood the point of the story and what problems children have in organizing the elements of the story into a coherent whole. This also can be used to share cultural heritage when children are asked to retell a story in class that is part of their family heritage.

### Anecdotal

This method can be used by teachers to record behaviors and students' progress. These comments can include behavioral, emotional, and academic information. For instance, "Jaime sat for five minutes before beginning his assignment." These should be written carefully, avoiding judgmental words.

### Naturalistic

Related to anecdotal records, this type of observation may take the form of notes written at the end of the day by a teacher. They may record what occurred on the playground, in the classroom, among students, or may just reflect the general classroom atmosphere.





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Adapted from Navarrete, C., Wilde, J., Nelson, C., Martinez, R., Hargett, G. Informal Assessment in Educational Evaluation: Implications for Bilingual Education Programs. NCBE #3 Summer 1990.

Bilingual Education Act

# "TITLE VII—BILINGUAL EDUCATION PROGRAMS

20 USC 3281

"SEC. 7001. SHORT TITLE.

"This title may be cited as the 'Bilingual Education Act'.

20 USC 3282

"SEC. 7002. POLICY; APPROPRIATIONS.

"(a) POLICY.—Recognizing—

"(1) that there are large and growing numbers of children of limited English proficiency;

"(2) that many of such children have a cultural heritage which differs from that of English proficient persons;

"(3) that the Federal Government has a special and continuing obligation to assist in providing equal educational opportunity to limited English proficient children;

"(4) that, regardless of the method of instruction, programs which serve limited English proficient students have the equally important goals of developing academic achievement and English proficiency;

"(5) that the Federal Government has a special and continuing obligation to assist language minority students to acquire the English language proficiency that will enable them to become full and productive members of society;

"(6) that the instructional use and development of a child's non-English native language promotes student self-esteem, subject matter achievement, and English-language acquisition;

"(7) that a primary means by which a child learns is through the use of such child's native language and cultural heritage;

"(8) that, therefore, large numbers of children of limited English proficiency have educational needs which can be met by the use of bilingual educational methods and techniques;

"(9) that in some school districts establishment of bilingual education programs may be administratively impractical due to the presence of small numbers of students of a particular native language or because personnel who are qualified to provide bilingual instructional services are unavailable;

"(10) that States and local school districts should be encouraged to determine appropriate curricula for limited English proficient students within their jurisdictions and to develop and implement appropriate instructional programs;

"(11) that children of limited English proficiency have a high dropout rate and low median years of education;

"(12) that the segregation of many groups of limited English proficient students remains a serious problem;

"(13) that reliance on student evaluation procedures which are inappropriate for limited English proficient students have resulted in the disproportionate representation of limited English proficient students in special education, gifted and talented, and other special programs;

"(14) that there is a serious shortage of teachers and educational personnel who are professionally trained and qualified to serve children of limited English proficiency;

"(15) that many schools fail to meet the full instructional needs of limited English proficient students who also may be handicapped or gifted and talented;

"(16) that both limited English proficient children and children whose primary language is English can benefit from bilingual education programs, and that such programs help develop our national linguistic resources and promote our international competitiveness;

"(17) that research, evaluation, and data collection capabilities in the field of bilingual education need to be strengthened so as to better identify and promote those programs and instructional practices which result in effective education;

"(18) that parent and community participation in bilingual education programs contributes to program effectiveness; and

"(19) that because of limited English proficiency, many adults are not able to participate fully in national life, and that limited English proficient parents are often not able to participate effectively in their children's education,

the Congress declares it to be the policy of the United States, in order to establish equal educational opportunity for all children and to promote educational excellence (A) to encourage the establishment and operation, where appropriate, of educational programs using bilingual educational practices, techniques, and methods, (B) to encourage the establishment of special alternative instructional programs for students of limited English proficiency in school districts where the establishment of bilingual education programs is not practicable or for other appropriate reasons, and (C) for those purposes, to provide financial assistance to local educational agencies, and, for certain related purposes, to State educational agencies, institutions of higher education, and community organizations. The programs assisted under this title include programs in elementary and secondary schools as well as related preschool and adult programs which are designed to meet the educational needs of individuals of limited English proficiency, with particular attention to children having the greatest need for such programs. Such programs shall be designed to enable students to achieve full competence in English and to meet school grade-promotion and graduation requirements. Such programs may additionally provide for the development of student competence in a second language.

"(b) AUTHORIZATION.—(1) For the purpose of carrying out the provisions of this title, there are authorized to be appropriated, subject to paragraph (6), $200,000,000 for the fiscal year 1989 and such sums as may be necessary for the fiscal year 1990 and for each succeeding fiscal year ending prior to October 1, 1993.

"(2) There are further authorized to be appropriated to carry out the provisions of section 7032, subject to paragraph (6), such sums as may be necessary for the fiscal year 1989 and each of the 4 succeeding fiscal years.

"(3) From the sums appropriated under paragraph (1) for part A for any fiscal year, the Secretary may reserve not to exceed 25 percent for special alternative instructional programs and related

activities authorized under section 7021(a)(3) and may include programs under paragraphs (2), (4), (5), and (6) of section 7021(a).

"(4) From the sums appropriated under paragraph (1) for any fiscal year, the Secretary shall reserve at least 60 percent for the programs carried out under part A of this title; and of this amount, at least 75 percent shall be reserved for the programs of transitional bilingual education carried out under section 7021(a)(1), and may include programs under paragraphs (2), (4), (5), and (6) of section 7021(a).

"(5) From the sums appropriated under paragraph (1) for any fiscal year, the Secretary shall reserve at least 25 percent for training activities carried out under part C.

"(6) Notwithstanding paragraphs (1) and (2), no amount in excess of $200,000,000 may be appropriated for the fiscal year 1989 to carry out the provisions of this title (including section 7032).

"(7) The reservation required by paragraph (3) shall not result in changing the terms, conditions, or negotiated levels of any grant awarded in fiscal year 1987 to which section 7021(d)(1)(A), 7021(d)(1)(C), or 7021(d)(2) applies.

20 USC 3283

"SEC. 7003. DEFINITIONS; REGULATIONS.

"(a) GENERAL RULE.—The following definitions shall apply to the terms used in this title:

"(1) The terms 'limited English proficiency' and 'limited English proficient' when used with reference to individuals means—

"(A) individuals who were not born in the United States or whose native language is a language other than English;

"(B) individuals who come from environments where a language other than English is dominant; and

"(C) individuals who are American Indian and Alaska Natives and who come from environments where a language other than English has had a significant impact on their level of English language proficiency;

and who, by reason thereof, have sufficient difficulty speaking, reading, writing, or understanding the English language to deny such individuals the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society.

"(2) The term 'native language', when used with reference to an individual of limited English proficiency, means the language normally used by such individuals, or in the case of a child, the language normally used by the parents of the child.

"(3) The term 'low-income' when used with respect to a family means an annual income for such a family which does not exceed the poverty level determined pursuant to section 1005(c)(2) of this Act.

"(4)(A) The term 'program of transitional bilingual education' means a program of instruction, designed for children of limited English proficiency in elementary or secondary schools, which provides, with respect to the years of study to which such program is applicable, structured English language instruction, and, to the extent necessary to allow a child to achieve competence in the English language, instruction in the child's native language. Such instruction shall incorporate the cultural heritage of such children and of other children in American society. Such instruction shall, to the extent necessary, be in all







courses or subjects of study which will allow a child to meet grade promotion and graduation standards.

"(B) In order to prevent the segregation of children on the basis of national origin in programs of transitional bilingual education, and in order to broaden the understanding of children about languages and cultural heritages other than their own, a program of transitional bilingual education may include the participation of children whose language is English, but in no event shall the percentage of such children exceed 40 percent. The program may provide for centralization of teacher training and curriculum development, but it shall serve such children in the schools which they normally attend.

"(C) In such courses or subjects of study as art, music, and physical education, a program of transitional bilingual education shall make provision for the participation of children of limited English proficiency in regular classes.

"(D) Children enrolled in a program of transitional bilingual education shall, if graded classes are used, be placed, to the extent practicable, in classes with children of approximately the same age and level of educational attainment. If children of significantly varying ages or levels of educational attainment are placed in the same class, the program of transitional bilingual education shall seek to insure that each child is provided with instruction which is appropriate for such child's level of educational attainment.

"(5)(A) The term 'program of developmental bilingual education' means a full-time program of instruction in elementary and secondary schools which provides, with respect to the years of study to which such program is applicable, structured English language instruction and instruction in a second language. Such programs shall be designed to help children achieve competence in English and a second language, while mastering subject matter skills. Such instruction shall, to the extent necessary, be in all courses or subjects of study which will allow a child to meet grade-promotion and graduation standards.

"(B) Where possible, classes in programs of developmental bilingual education shall be comprised of approximately equal numbers of students whose native language is English and limited English proficient students whose native language is the second language of instruction and study in the program.

"(6) The term 'special alternative instructional programs' means programs of instruction designed for children of limited English proficiency in elementary and secondary schools. Such programs are not transitional or developmental bilingual education programs, but have specially designed curricula and are appropriate for the particular linguistic and instructional needs of the children enrolled. Such programs shall provide, with respect to the years of study to which such program is applicable, structured English language instruction and special instructional services which will allow a child to achieve competence in the English language and to meet grade promotion and graduation standards.

"(7) The term 'family English literacy program' means a program of instruction designed to help limited English proficient adults and out-of-school youth achieve competence in the English language. Such programs of instruction may be conducted exclusively in English or in English and the student's

native language. Where appropriate, such programs may include instruction on how parents and family members can facilitate the educational achievement of limited English proficient children. To the extent feasible, preference for participation in such programs shall be accorded to the parents and immediate family members of children enrolled in programs assisted under this title. Such programs of instruction may include instruction designed to enable aliens who are otherwise eligible for temporary resident status under section 245A of the Immigration and Nationality Act to achieve a minimal understanding of ordinary English and a knowledge and understanding of history and government of the United States as required by section 312 of such Act.

"(8) The term 'programs of academic excellence' means programs of transitional bilingual education, developmental bilingual education, or special alternative instruction (A) which have an established record of providing effective, academically excellent instruction; and (B) which—

"(i) can be used as models for effective schools for limited English proficient students to facilitate the dissemination and use of effective teaching practices for limited English proficient students; or

"(ii) which are designed to serve as models of exemplary bilingual education programs and to facilitate the dissemination of effective bilingual educational practices.

"(9) The term 'Office' means the Office of Bilingual Education and Minority Languages Affairs.

"(10) The term 'Director' means the Director of the Office of Bilingual Education and Minority Languages Affairs.

"(11) The term 'Secretary' means the Secretary of Education.

"(12) The term 'other programs for persons of limited English proficiency' when used in this title means any programs within the Department of Education directly involving bilingual education activities serving persons of limited English proficiency, such as the programs carried out in coordination with the provisions of this title pursuant to part E of title IV of the Carl D. Perkins Vocational Education Act, and section 306(b)(1) of the Adult Education Act, and programs and projects serving individuals of limited English proficiency pursuant to section 6(b)(4) of the Library Services and Construction Act.

"(b) REGULATION REQUIREMENT.—(1) In prescribing regulations under this title, the Secretary shall consult with State and local educational agencies, organizations representing persons of limited English proficiency, and organizations representing teachers and other personnel involved in bilingual education.

"(2) The Secretary shall not prescribe under this title any regulations further defining the terms defined in subsection (a), or any regulations restricting or expanding the definitions set out in subsection (a).

"(c) SPECIAL INFORMATION RULE.—Parents of children participating in programs assisted under this title shall be informed of the instructional goals of the program and the progress of their children in such program. Every effort shall be made to provide the information to parents pursuant to this subsection in a language and form the parents understand.





"PART A—FINANCIAL ASSISTANCE FOR BILINGUAL EDUCATION PROGRAMS

"SEC. 7021. BILINGUAL EDUCATION PROGRAMS.

Grants.
20 USC 3291

"(a) USES OF FUNDS.—Funds available for grants under this part shall be used for the establishment, operation, and improvement of—

"(1) programs of transitional bilingual education;

"(2) programs of developmental bilingual education;

"(3) special alternative instructional programs for students of limited English proficiency;

"(4) programs of academic excellence;

"(5) family English literacy programs; and

"(6) bilingual preschool, special education, and gifted and talented programs preparatory or supplementary to programs such as those assisted under this Act.

Programs under this subsection may use available funds to provide technology-based instruction to students in order to enhance the program.

"(b) APPLICATIONS.—(1) A grant may be made under subsection (a)(1), (a)(2), or (a)(3) of this section only upon application therefor by 1 or more local educational agencies or by institutions of higher education, including junior or community colleges, applying jointly with 1 or more local educational agencies.

"(2) A grant may be made under subsection (a)(4), (a)(5), or (a)(6) only upon application by one or more local educational agencies; institutions of higher education, including junior or community colleges; or private nonprofit organizations, applying separately or jointly.

"(c) CONTENT OF APPLICATION.—(1) Any application for a grant authorized under subsection (a) of this section shall be made to the Secretary at such time, and in such manner, as the Secretary considers appropriate.

"(2) Applications for grants authorized under subsections (a)(1), (a)(2), and (a)(3) of this section shall contain information regarding—

"(A) the number of children enrolled in programs conducted by the local educational agency;

"(B) the number of children residing in the area served by the local educational agency who are enrolled in private schools;

"(C)(i) the number of children enrolled in public and private schools in the area served by the local educational agency who are limited in their English proficiency; (ii) the method used by the applicant to make this determination; and (iii) evidence of the educational condition of the limited English proficient students, such as reading, mathematics, and subject matter test scores, and, where available, data on grade retention rates and student dropout rates;

"(D) the number of limited English proficient children who are enrolled in instructional programs specifically designed to meet their educational needs, as well as descriptions of such programs;

"(E) the number of limited English proficient children enrolled in public or private schools in the area served by the local educational agency who need or could benefit from education programs such as those assisted under this title;

"(F) the number of children who are to receive instruction through the proposed program and the extent of their educational needs;

"(G) a statement of the applicant's ability to serve children of limited English proficiency, including an assessment of the qualifications of personnel who will participate in the proposed project and of the need for further training of such personnel;

"(H) the resources needed to develop and operate or improve the proposed program;

"(I) the activities which would be undertaken under the grant, including training of educational personnel and parents, and how these activities will improve the educational attainment of students and expand the capacity of the applicant to operate programs such as those assisted under this Act when Federal assistance under this section is no longer available; and

"(J) the specific educational goals of the proposed program and how achievement of these goals will be measured.

"(3) An application for a grant under subsection (a)(3) of this section shall receive priority if the application—

"(A) describes the administrative impracticability of establishing a bilingual education program due to the presence of a small number of students of a particular native language,

"(B) describes the unavailability of personnel qualified to provide bilingual instructional services, or

"(C) is made on behalf of a local educational agency having a small number of limited English proficient students in the schools of such agency that because of isolation or regional location is unable to obtain a native language teacher.

"(4) Applications for grants authorized under subsection (a)(4) shall contain information regarding—

"(A) the number of children served by the existing bilingual education program and evidence of their educational condition prior to enrollment in the program;

"(B) a description of the existing program as well as the educational background and linguistic competencies of program personnel;

"(C) the extent to which the program has promoted student academic achievement as indicated by objective evidence, such as improvements in language, mathematics, and subject matter test scores; grade retention rates; student dropout rates; and, where appropriate, postsecondary education and employment experiences of students;

"(D) the extent of parent involvement in and satisfaction with the existing bilingual education program; and

"(E) how the activities carried out under the grant would utilize and promote programs of academic excellence which employ bilingual education practices, techniques, and methods.

"(5) Applications for grants authorized under subsection (a)(5) shall contain information regarding—

"(A) the number of limited English proficient parents and out-of school family members of limited English proficient students who would be served by the English literacy program;

"(B) the activities which would be undertaken under the grant and how these activities will promote English literacy and enable parents and family members to assist in the education of limited English proficient children





"(C) the extent to which the persons to be served by the program have been involved in its development;

"(D) applicant's prior experience and performance in providing educational programs to limited English proficient adults and out-of-school youth;

"(E) with respect to applications by a local educational agency, the extent to which limited English proficient students enrolled in the educational agency are served by programs specifically designed to meet their needs; and

"(F) with respect to other applicants, a description of how the applicant will coordinate its program with a local education agency to ensure that the program will help limited English proficient family members promote the academic progress of limited English proficient children.

"(d) DURATION OF GRANTS.—(1)(A) Grants made pursuant to subsections (a)(1), (a)(2), and (a)(3) of this section shall be for 3 years.

"(B) During the first 12 months of grants made pursuant to subsections (a)(1), (a)(2), and (a)(3) of this section, an applicant may engage exclusively in preservice activities. Such activities may include program design, materials development, staff recruitment and training, development of evaluation mechanisms and procedures, and the operation of programs to involve parents in the educational program and to enable parents and family members to assist in the education of limited English proficient children.

"(C) Upon reapplication, grants authorized under subsections (a)(1), (2), and (3) of this section shall be renewed for 2 additional years unless the Secretary determines that—

"(i) the applicant's program does not comply with the requirements set out in this title;

"(ii) the applicant's program has not made substantial progress in achieving the specific educational goals set out in the original application; or

"(iii) there is no longer a need for the applicant's program.

"(D) Parents or legal guardians of students identified for enrollment in bilingual education programs shall be informed of (i) the reasons for the selection of their child as in need of bilingual education, (ii) the alternative educational programs that are available, and (iii) the nature of the bilingual education program and of the instructional alternatives. Parents shall also be informed that they have the option of declining enrollment of their children in such programs and shall be given an opportunity to do so if they so choose. Every effort shall be made to provide the information to parents pursuant to this subsection in a language and form the parents understand

"(2) Grants made pursuant to subsections (a)(4), (a)(5), and (a)(6) shall be for 3 years

"(3)(A) No student may be enrolled in a bilingual program for which a grant is made under subsection (a)(1) or (a)(3) of this section for a period of more than 3 years, except where the school in which the student is enrolled—

"(i) conducts a comprehensive evaluation of the overall academic progress of the student, and

"(ii) the results of the evaluation indicate that lack of English proficiency is impeding the academic progress of the student in meeting grade promotion and graduation standards and, in the case of a handicapped child attainment of the objective in the child's individualized education program

Handicapped persons



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Any student with respect to whom the requirements of this paragraph are met, may remain in the program for a fourth year, except as provided in division (ii) of subparagraph (B).

"(BXi) The evaluation required by paragraph (A) shall involve teachers and school personnel familiar with the students' overall academic progress. The results of such an evaluation shall be made available to the parents of the student.

"(ii) An evaluation shall be carried out at the end of the fourth year the student is in the program described in subparagraph (A) if the student is to continue in the program for a fifth year and shall be conducted in accordance with division (i) of this subparagraph.

"(iii) Each evaluation shall indicate how the students' English language development will be addressed during the period a student is retained in the program. The students' academic program during that period shall emphasize mastery of English.

"(C) No student shall remain in a bilingual education program described in subparagraph (A) for more than 5 years.

"(D) In carrying out this title, each local educational agency, institution of higher education, and private nonprofit organization having an application approved under this section may intensify instruction for limited English proficient students throughout the regular and any supplementary program by—

"(i) expanding the educational calendar of the schools in which such student is enrolled to include programs before and after school and during the summer months;

"(ii) lowering per pupil ratios, including the use of professional and volunteer aides; and

"(iii) the application of technology to the course of instruction.

"(e) APPLICATION REQUIREMENTS.—An application for a grant authorized under subsections (aX1), (aX2), and (aX3) of this section shall—

"(1) be developed in consultation with an advisory council, of which a majority shall be parents and other representatives of the children to be served in such programs, in accordance with criteria prescribed by the Secretary;

"(2) be accompanied by documentation of such consultation and by the comments which the council makes on the application;

"(3) contain assurances that, after the application has been approved, the applicant will provide for the continuing consultation with, and participation by, the committee of parents, teachers, and other interested individuals which shall be selected by and predominantly composed of parents of children participating in the program, and in the case of programs carried out in secondary schools, representatives of the secondary students to be served;

"(4) ensure applicant support for additional advisory council activities, if support is requested by the advisory council; and

"(5) include evidence that the State educational agency has been notified of the application and has been given the opportunity to offer recommendations thereon to the applicant and to the Secretary.

"(f) APPROVAL OF APPLICATIONS.—An application for a grant under subsections (aX1), (aX2), and (aX3) of this section may be approved only if the Secretary determines—





"(1) that the program will use qualified personnel, including only those personnel who are proficient in the language or languages used for instruction;

"(2) that in designing the program for which application is made, the needs of the children in nonprofit private elementary and secondary schools have been taken into account through consultation with appropriate private school officials and, consistent with the number of such children enrolled in such schools in the area to be served whose educational needs are of the type and whose language and grade levels are of a similar type which the program is intended to address, after consultation with appropriate private school officials, provision has been made for the participation of such children on a basis comparable to that provided for public schoolchildren;

"(3) that the program will be evaluated in accordance with a plan that meets the requirements of section 7033 of this title;

"(4) that student evaluation and assessment procedures in the program are appropriate for limited English proficiency students, and that limited English proficient students who are handicapped are identified and served in accordance with the requirements of the Education of the Handicapped Act; Handicapped persons

"(5) that Federal funds made available for the project or activity will be used so as to supplement the level of State and local funds that, in the absence of those Federal funds, would have been expended for special programs for children of limited English proficiency and in no case to supplant such State and local funds, except that nothing in this paragraph shall—

"(A) preclude a local educational agency from using funds under this title for activities carried out under an order of a court of the United States or of any State respecting services to be provided such children, or to carry out a plan approved by the Secretary as adequate under title VI of the Civil Rights Act of 1964 with respect to services to be provided such children; or

"(B) authorize any priority or preference to be assigned by the Secretary to the funding of the activities under this title;

"(6) that the assistance provided under the application will contribute toward building the capacity of the applicant to provide a program on a regular basis, similar to that proposed for assistance, which will be of sufficient size, scope, and quality to promise significant improvement in the education of children of limited English proficiency, and that the applicant will have the resources and commitment to continue the program when assistance under this title is reduced or no longer available;

"(7) that the applicant will provide or secure training for personnel participating, or preparing to participate, in the program which will assist them to meet State and local certification requirements and that, to the extent possible, college or university credit will be awarded for such training; and

"(8) that the provision of assistance proposed in the application is consistent with criteria established by the Secretary, after consultation with the State educational agency, for the purpose of achieving an equitable distribution of assistance under this part within the State in which the applicant is located, taking into consideration—



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"(A) the geographic distribution of children of limited English proficiency;

"(B) the relative need of persons in different geographic areas within the State for the kinds of services and activities authorized under this title;

"(C) the relative ability of applicant local educational agencies within the State to provide needed services and activities; and

Disadvantaged persons

"(D) the relative numbers of persons from low-income families who would benefit from the applicants' programs; and

"(9) that the State educational agency has been notified of the application and has been given the opportunity to offer recommendations thereon to the applicant and to the Secretary.

"(g) PRIORITY CONSIDERATION OF GRANTS.—An application for a grant under subsection (a)(3) of this section may receive priority based upon the information provided by the applicant pursuant to clause (A), (B), or (C) of subsection (c)(3) of this section.

"(h) PRIORITY FOR PROGRAMS SERVING UNDERSERVED CHILDREN.—In the consideration of applications from local educational agencies to carry out programs authorized under this section, the Secretary shall give priority to applications from local educational agencies which are located in various geographical regions of the Nation and which propose to assist children of limited English proficiency who have historically been underserved by programs of bilingual education, taking into consideration the relative numbers of such children in the schools of such local educational agencies and the relative need for such programs. In approving such applications, the Secretary shall, to the extent feasible, allocate funds appropriated in proportion to the geographical distribution of children of limited English proficiency throughout the Nation, with due regard for the relative ability of particular local educational agencies to carry out such programs and the relative numbers of persons from low-income families who would benefit from such programs.

"(i) LIMITATION ON THE ASSIGNMENT OF STUDENTS.—No action taken may involve the admission or exclusion of students to or from any federally assisted education programs merely on the basis of the surnames of such students.

"(j) PROGRAMS IN PUERTO RICO.—Programs authorized under this title in the Commonwealth of Puerto Rico may, notwithstanding any other provision of this title, include programs of instruction, teacher training, curriculum development, research, evaluation, and testing designed to improve the English proficiency of children, and may also make provision for serving the needs of students of limited proficiency in Spanish.

"(k) BYPASS PROVISION.—If the Secretary determines that an applicant for assistance under this title is unable or unwilling to provide for the participation in the program for which assistance is sought of children of limited English proficiency enrolled in nonprofit, private schools, as required by subsection (f)(2) of this section, the Secretary shall—

"(1) withhold approval of such application until the applicant demonstrates that it is in compliance with those requirements, or

"(2) reduce the amount of the grant to such applicant by the amount which is required for the Secretary to arrange (such as through a contract with a nonprofit, nonsectarian agency, organization, or institution) to assess the needs of the children in the area to be served for programs of the type authorized in this title and to carry out such programs for the children.



"SEC. 7022. INDIAN CHILDREN IN SCHOOLS. 20 USC 3292

"(a) ELIGIBLE ENTITIES.—For the purpose of carrying out programs under this title for individuals served by elementary, secondary, or postsecondary schools operated predominantly for Indian or Alaskan Native children, an Indian tribe or a tribally sanctioned educational authority may be considered to be a local educational agency as such term is used in this title, subject to the following qualifications: Alaska

"(1) The term 'Indian tribe' means any Indian tribe, band, nation, or other organized group or community, including any Alaska Native village or regional or village corporation as defined in or established pursuant to the Alaskan Native Claims Settlement Act (85 Stat. 688) which is recognized for the special programs and services provided by the United States to Indians because of their status as Indians.

"(2) The term 'tribally sanctioned educational authority' means any department or division of education operating within the administrative structure of the duly constituted governing body of an Indian tribe, as well as any nonprofit institution or organization which is chartered by the governing body of an Indian tribe to operate any such school or otherwise to oversee delivery of educational services to members of that tribe and which is approved by the Secretary for the purposes of this section.

"(b) BUREAU OF INDIAN AFFAIRS SCHOOLS.—From the sums appropriated pursuant to section 7002(b), the Secretary is authorized to make payments to the applicants to carry out programs of bilingual education for Indian children on reservations served by elementary and secondary schools operated or funded by the Bureau of Indian Affairs.

"(c) ANNUAL REPORT.—The Assistant Secretary of the Interior for the Bureau of Indian Affairs shall submit to the Congress, the President, and the Secretary by September 30 of each year an annual report which provides—

"(1) an assessment of the needs of the Indian children with respect to the purposes of this title in schools operated or funded by the Department of the Interior, including those tribes and local educational agencies receiving assistance under the Johnson-O'Malley Act (25 U.S.C. 452 et seq.); and

"(2) an assessment of the extent to which such needs are being met by funds provided to such schools for educational purposes through the Secretary of the Interior.

## "PART B—DATA COLLECTION, EVALUATION, AND RESEARCH

"SEC. 7031. USE OF FUNDS. 20 USC 3301

"Funds available under this part shall be used for (1) collecting data on the number of limited English proficient persons and the educational services available to such persons, (2) evaluating the operation and effectiveness of programs assisted under this title, (3) conducting research to improve the effectiveness of bilingual edu-



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cation programs, and (4) collecting, analyzing, and disseminating data and information on bilingual education.

20 USC 3102

"SEC. 7032. GRANTS FOR STATE PROGRAMS. Sec. 7032

"(a) DATA COLLECTION AND DISSEMINATION.—Upon application from a State educational agency, the Secretary shall make provision for the submission and approval of a State program for the collection, aggregation, analysis, and publication of data and information on the State's population of limited English proficient persons and the educational services provided or available to such persons.

"(b) REPORT TO SECRETARY.—State programs under this part shall provide for the annual submission of a report to the Secretary containing data and information on such matters as the Secretary shall, by regulation, determine necessary and proper to achieve the purposes of this title, including the matters specified in section 7021(c)(2). Such reports shall be in such form and shall be submitted on such date as the Secretary shall specify by regulation. State programs shall provide for the dissemination of information regarding these matters to the public, and particularly to persons of limited English proficiency.

Regulations
Public information

"(c) OTHER USES OF FUNDS.—State programs authorized under this section may also provide for—

"(1) the planning and development of educational programs such as those assisted under this title;

"(2) the review and evaluation of programs of bilingual education, including bilingual education programs that are not funded under this title;

"(3) the provision, coordination, or supervision of technical and other forms of nonfinancial assistance to local educational agencies, community organizations, and private elementary and secondary schools that serve limited English proficient persons;

"(4) the development and administration of instruments and procedures for the assessment of the educational needs and competencies of persons of limited English proficiency;

"(5) the training of State and local educational agency staff to carry out the purposes of this title; and

"(6) other activities and services designed to build the capacity of State and local educational agencies to serve the educational needs of persons of limited English proficiency.

"(d) PAYMENTS.—Except as provided in the second sentence of this subparagraph, the Secretary shall pay from the amounts appropriated for the purposes of this section pursuant to section 7002(b)(2) for each fiscal year to each State educational agency which has a State program submitted and approved under subsection (a) of this section such sums as may be necessary for the proper and efficient conduct of such State program. The amount paid by the Secretary to any State educational agency under the preceding sentence for any fiscal year may not be less than $75,000 nor greater than 5 percent of the aggregate of the amounts paid under section 7021 for programs within such State in the fiscal year preceding the fiscal year to which this limitation applies.

"(e) SUPPLEMENT NOT SUPPLANT.—Funds made available under this section for any fiscal year shall be used by the State educational agency to supplement and, to the extent practical, to increase the level of funds that would, in the absence of such funds, be made available by the State for the purposes described in this section, and in no case to supplant such funds.





"SEC. 7033. PROGRAM EVALUATION REQUIREMENTS.

Regulations
20 USC 3103

"The Secretary shall issue, within 6 months of the date of enactment of this section, regulations which set forth a comprehensive design for evaluating the programs assisted under part A of this title. Such regulations shall be developed by the Director in consultation with State directors of bilingual education programs, the evaluation assistance centers authorized in section 7034, and individuals and organizations with expertise in testing and evaluation of educational programs for children of limited English proficiency. Such regulations shall provide for the collection of information and data including—

"(1) the educational background, needs, and competencies of the limited English proficient persons served by the program;

"(2) the specific educational activities undertaken pursuant to the program; the pedagogical materials, methods, and techniques utilized in the program; and, with respect to classroom activities, the relative amount of instructional time spent with students on specified tasks;

"(3) the educational and professional qualifications, including language competencies, of the staff responsible for planning and operating the program;

"(4) the specific activities undertaken to improve prereferral, evaluation procedures and instructional programs for limited English proficient children who may be handicapped or gifted and talented; and

"(5) the extent of educational progress achieved through the program measured, as appropriate, by (A) tests of academic achievement in English language arts, and where appropriate, second language arts; (B) tests of academic achievement in subject matter areas; and (C) changes in the rate of student grade-retention, dropout, absenteeism, placement in programs for the gifted and talented, and enrollment in postsecondary education institutions.

"SEC. 7034. EVALUATION ASSISTANCE CENTERS.

Grants
20 USC 3104

"The Secretary shall establish, through competitive grants to institutions of higher education, at least 2 evaluation assistance centers. Such centers shall provide, upon the request of State or local educational agencies, technical assistance regarding methods and techniques for identifying the educational needs and competencies of limited English proficient persons and assessing the educational progress achieved through programs such as those assisted under this title. Grants made pursuant to this section shall be for a period of 3 years.

"SEC. 7035. RESEARCH.

20 USC 3105

"(a) RESEARCH AND DEVELOPMENT.—The Secretary shall, through competitive contracts under this section, provide financial assistance for research and development proposals submitted by institutions of higher education, private for-profit and nonprofit organizations, State and local educational agencies, and individuals.

Contracts

"(b) AUTHORIZED ACTIVITIES.—Research activities authorized to be assisted under this section shall include—

"(1) studies to determine and evaluate effective models for bilingual education programs;

"(2) studies which examine the process by which individuals acquire a second language and master the subject matter skills



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required for grade-promotion and graduation, and which identify effective methods for teaching English and subject matter skills within the context of a bilingual education program or special alternative instructional program to students who have language proficiencies other than English;

"(3) longitudinal studies to measure the effect of this title on students enrolled in title VII programs (including a longitudinal study of the impact of bilingual education programs on limited-English proficient students using a nationally representative sample of the programs funded under this title and which provides information including data on grade retention, academic performance, and dropout rates);

"(4) studies to determine effective and reliable methods for identifying students who are entitled to services under this title and for determining when their English language proficiency is sufficiently well developed to permit them to derive optimal benefits from an all-English instructional program;

"(5) the operation of a clearinghouse which shall collect, analyze, and disseminate information about bilingual education and related programs (and coordinate its activities with the National Diffusion Network);

"(6) studies to determine effective methods of teaching English to adults who have language proficiencies other than English;

"(7) studies to determine and evaluate effective methods of instruction for bilingual programs, taking into account language and cultural differences among students;

"(8) studies to determine effective approaches to preservice and inservice training for teachers, taking into account the language and cultural differences of their students;

"(9) studies to determine effective and reliable techniques for providing bilingual education to handicapped students;

"(10) studies to determine effective and reliable methods for identifying gifted and talented students who have language proficiencies other than English; and

"(11) the effect of this title on the capacity of local educational agencies to operate bilingual programs following the termination of assistance under this title.

"(c) CONSULTATION AND DELEGATION OF AUTHORITY.—In carrying out the responsibilities of this section, the Secretary may delegate authority to the Director, and in any event, shall consult with the Director, representatives of State and local educational agencies, appropriate groups and organizations involved in bilingual education, the Committee on Labor and Human Resources of the Senate, and the Committee on Education and Labor of the House of Representatives.

"(d) PUBLICATION OF PROPOSALS.—The Secretary shall publish and disseminate all requests for proposals in research and development assisted under this title.

"(e) LIMITATION OF AUTHORITY.—Nothing in this title shall be construed as authorizing the Secretary to conduct or support studies or analyses of the content of educational textbooks.

20 USC 3306

"SEC. 7026. COORDINATION OF RESEARCH.

"Notwithstanding section 405(b)(1) of the General Education Provisions Act, the Assistant Secretary for Educational Research and Improvement shall consult with the Director, the Committee on Labor and Human Resources of the Senate, and the Committee on Education and Labor of the House of Representatives to ensure that research activities undertaken pursuant to section 405(b)(2)(C) of the General Education Provisions Act complement and do not duplicate the activities conducted pursuant to this part.





20 USC 3307

"SEC. 7027. EDUCATION STATISTICS.

"(a) DATA COLLECTION.—Notwithstanding section 406 of the General Education Provisions Act, the National Center for Education Statistics shall collect and publish, as part of its annual report on the condition of education, data for States, the Commonwealth of Puerto Rico, and the trust territories with respect to the population of limited English proficient persons, the special educational services and programs available to limited English proficient persons, and the availability of educational personnel qualified to provide special educational services and programs to limited English proficient persons.

"(b) USE OF DATA.—In carrying out its responsibilities under this section, the National Center for Education Statistics shall utilize, to the extent feasible, data submitted to the Department of Education by State and local educational agencies and institutions of higher education pursuant to the provisions of this title as well as data collected on limited English proficient persons by other Federal agencies.

## "PART C—TRAINING AND TECHNICAL ASSISTANCE

20 USC 3321

"SEC. 7041. USE OF FUNDS.

"(a) USE OF FUNDS.—Funds available under this part shall be used for—

"(1) the establishment, operation, and improvement of training programs for educational personnel preparing to participate in, or personnel participating in, the conduct of programs of bilingual education or special alternative instructional programs for limited English proficient students, which shall emphasize opportunities for career development, advancement, and lateral mobility, and may provide training to teachers, administrators, counselors, paraprofessionals, teacher aides, and parents;

"(2) the training of persons to teach and counsel such persons;

"(3) the encouragement of reform, innovation, and improvement in applicable education curricula in graduate education, in the structure of the academic profession, and in recruitment and retention of higher education and graduate school faculties, as related to bilingual education;

"(4) the operation of short-term training institutes designed to improve the skills of participants in programs of bilingual education or special alternative instructional programs for limited English proficient students; which may include summer programs designed to improve the instructional competence of educational personnel in the languages used in the program; and

"(5) the provision of inservice training and technical assistance to parents and educational personnel participating in, or preparing to participate in, bilingual education programs or special alternative instructional programs for limited English proficient students.

Grants
Contracts

"(b) APPLICATIONS.—(1) A grant or contract may be made under subsection (a)(1), (a)(2), or (a)(3) of this section upon application of an institution of higher education.

"(2) A grant or contract may be made under subsection (a)(4) of this section upon application of (A) institutions of higher education (including junior colleges and community colleges) and private for-profit or nonprofit organizations which apply, after consultation with, or jointly with, one or more local educational agencies or a State educational agency; (B) local educational agencies; or (C) a State educational agency.

"(3) A grant or contract may be made under subsection (a)(5) of this section upon application of (A) institutions of higher education (including junior colleges and community colleges), (B) private for-profit or nonprofit organizations, or (C) a State educational agency.

"(c) APPLICATION REQUIREMENT FOR TRAINING PROGRAMS.—An application for a grant or contract for preservice or inservice training activities described in subsection (a)(1) of this section shall be developed in consultation with an advisory council composed of representatives of State and local educational agencies within the applicant's service area or geographic region which operate programs of bilingual education or special alternative instruction for limited English proficient students.

"(d) TRAINING PROGRAM REQUIREMENTS.—A preservice or inservice training program funded under subsection (a)(1) shall assist educational personnel in meeting State and local certification requirements, and, whenever possible, should award college or university credit.

Grants
Contracts

"(e) PREFERENCE IN ASSISTANCE AND PURPOSE OF TRAINING.—(1) In making a grant or contract for preservice training programs described in subsection (a)(1) of this section, the Secretary shall give preference to programs which contain coursework in—

"(A) teaching English as a second language;

"(B) use of a non-English language for instructional purposes,

"(C) linguistics; and

"(D) evaluation and assessment;

and which involve parents in the educational process.

"(2) Preservice training programs shall be designed to ensure that participants become proficient in English and a second language of instruction.

20 USC 3322

"SEC. 7042. MULTIFUNCTIONAL RESOURCE CENTERS.

Grants
Contracts

"(a) ESTABLISHMENT.—Pursuant to subsection (a)(5) of section 7041, the Secretary shall establish, through competitive grants or contracts, at least 16 multifunctional resource centers (hereafter in this section referred to as 'centers'). Grants and contracts shall be awarded with consideration given to the geographic and linguistic distribution of children of limited English proficiency.

"(b) REQUIRED SERVICES.—In addition to providing technical assistance and training to persons participating in or preparing to participate in bilingual education programs or special alternative instructional programs for limited English proficient students, each center shall be responsible for gathering and providing information to other centers on a particular area of bilingual education, including (but not limited to) bilingual special education, bilingual education for gifted and talented limited English proficient students, bilingual vocational education, bilingual adult education, bilingual education program administration, literacy, education technology in





bilingual programs, mathematics and science education in bilingual programs, counseling limited English proficient students, and career education programs for limited English proficient students

"SEC. 7043. FELLOWSHIPS. 20 USC 3323

"(a) AUTHORIZATION.—Pursuant to subsection (a)(2) of section 7041, the Secretary is authorized to award fellowships for advanced study of bilingual education or special alternative instructional programs for limited English proficient students in such areas as teacher training, program administration, research and evaluation, and curriculum development. For fiscal year 1989 and each of the 4 subsequent fiscal years, not less than 500 fellowships leading to a masters or doctorate degree shall be awarded under the preceding sentence. Such fellowships shall be awarded, to the extent feasible, in proportion to the needs of various groups of individuals with limited English proficiency. In awarding fellowships, the Secretary shall give preference to individuals intending to study bilingual education or special alternative instructional programs for limited English proficient students in the following specialized areas: vocational education, adult education, gifted and talented education, special education, education technology, literacy, and mathematics and science education. The Secretary shall include information on the operation of the fellowship program in the report required under section 7051(c) of this title.

"(b) FELLOWSHIP REQUIREMENTS.—Any person receiving a fellowship under this section shall agree either to repay such assistance or to work for a period equivalent to the period of time during which such person received assistance, and such work shall be in an activity related to programs and activities such as those authorized under this Act. The Secretary may waive this requirement in extraordinary circumstances.

"SEC. 7044. PRIORITY.

Grants
Contracts
20 USC 3324

"In making grants or contracts under this part, the Secretary shall give priority to eligible applicants with demonstrated competence and experience in programs and activities such as those authorized under this Act.

"SEC. 7045. STIPENDS. 20 USC 3325

"In the terms of any arrangement described in this part, the Secretary shall provide for the payment, to persons participating in training programs so described, of such stipends (including allowances for subsistence and other expenses for such persons and their dependents) as the Secretary may determine to be consistent with prevailing practices under comparable federally supported programs.

## "PART D—ADMINISTRATION

"SEC. 7051. OFFICE OF BILINGUAL EDUCATION AND MINORITY LANGUAGES AFFAIRS. 20 USC 3331

"(a) ESTABLISHMENT.—There shall be, in the Department of Education, an Office of Bilingual Education and Minority Languages Affairs (hereafter in this section referred to as the 'Office') through which the Secretary shall carry out functions relating to bilingual education



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"(b) DIRECTOR.—(1) The Office shall be headed by a Director of Bilingual Education and Minority Languages Affairs, appointed by the Secretary, to whom the Secretary shall delegate all delegable functions relating to bilingual education. The Director shall also be assigned responsibility for coordinating the bilingual education aspects of other programs administered by the Secretary.

"(2) The Office shall be organized as the Director determines to be appropriate in order to enable the Director to carry out such functions and responsibilities effectively, except that there shall be a division, within the Office, which is exclusively responsible for the collection, aggregation, analysis, and publication of data and information on the operation and effectiveness of programs assisted under this title.

Reports

"(3) The Director shall prepare and, not later than February 1 of each year, shall submit to Congress and the President a report on—

"(A) the grants and contracts made pursuant to this title in the preceding fiscal year;

"(B) the number of individuals benefiting from the programs assisted under this title;

"(C) the evaluation of activities carried out under this title during the preceding 2 fiscal years and the extent to which each of such activities achieves the policy set forth in section 7002(a);

"(D) an estimate of the number of fellowships in the field of training teachers for bilingual education which will be necessary for the 2 succeeding fiscal years; and

"(E) the research activities carried out under such title during the preceding 2 fiscal years and the major findings of research studies.

"(c) COORDINATION WITH RELATED PROGRAMS.—In order to maximize Federal efforts aimed at serving the educational needs of children of limited English proficiency, the Secretary shall coordinate and ensure close cooperation with other programs administered by the Department of Education, including such areas as teacher training, program content, research, and curriculum. The Secretary's report under section 6213 of the Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988 shall include demonstration that such coordination has taken place.

"(d) STAFFING REQUIREMENT.—The Secretary shall ensure that the Office of Bilingual Education and Minority Language Affairs is staffed with sufficient personnel trained, or with experience in, bilingual education to discharge effectively the provisions of this title.

"(e) READING AND SCORING APPLICATIONS.—For the purpose of reading and scoring applications for competitive grants authorized under parts A and C of this title, the Secretary shall use persons who are not otherwise employed by the Federal Government and who are experienced and involved in educational programs similar to those assisted under parts A and C of this title. The Secretary shall solicit nominations for application readers from State directors of bilingual education and may use funds appropriated for parts A and C of this title to pay for the application reading and scoring services required by this provision.





"SEC. 7052. LIMITATION OF AUTHORITY. 20 USC 3332

"The Secretary shall not impose restrictions on the availability or use of funds authorized under this title other than those set out in this title or other applicable Federal statutes and regulations.

## "PART E—TRANSITION

"SEC. 7061. TRANSITION. 20 USC 3341

"This title shall not apply to grants and contracts entered into under the Bilingual Education Act as in effect before October 1, 1988.".

SEC. 1002. CONFORMING AMENDMENTS.

(a) IN GENERAL.—Sections 1001 through 1004, and 1006 of the Elementary and Secondary Education Act of 1965 are redesignated as sections 8001 through 8005, respectively. 20 USC 3381-3384, 3386

(b) SPECIAL DEFINITION RULE.—Section 8001 of such Act (as redesignated by subsection (a) of this section) is amended to read as follows:

"DEFINITIONS

"SEC. 8001. Except as otherwise provided, the terms used in this Act have the same meanings provided in section 1471 of this Act." 20 USC 3381.

SEC. 1003. REPEALS.

(a) EDUCATION CONSOLIDATION AND IMPROVEMENT ACT OF 1981.—The Education Consolidation and Improvement Act of 1981 (20 U.S.C. 3801 et seq.) is repealed.

(b) ELLENDER PROGRAM.—The joint resolution of October 19, 1972 (Public Law 92-506) is repealed.

(c) IMMIGRANT EDUCATION.—Title VI of the Education Amendments of 1984 (20 U.S.C. 4101 et seq.) is repealed.

(d) TERRITORIAL ASSISTANCE.—Sections 1524 and 1525 of the Education Amendments of 1978 are repealed.

(e) ANTI-DRUG ABUSE ACT OF 1986.—Subtitle B of title IV of the Anti-Drug Abuse Act of 1986 (Public Law 99-570) is repealed. 20 USC 4601 et seq.

SEC. 1004. SPECIAL RULE ON SCHOOL DROPOUT DEMONSTRATION PROGRAM. 20 USC 3245 note

The provisions of section 6005(c) of the Elementary and Secondary Education Act of 1965 (as added by section 1001 of this Act) shall apply to funds appropriated for the fiscal year 1988 for the dropout demonstration program.



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